

VISIT...

LANZAROTE
Caliente.COM

Macmillan/McGraw-Hill



READING
Triumphs



READING Triumphs



Macmillan/McGraw-Hill

The **McGraw-Hill** Companies



Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc., Two Penn Plaza, New York, New York 10121.

Copyright © 2011 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

Printed in the United States of America

ISBN: 978-0-02-102936-5

MHID: 0-02-102936-9

1 2 3 4 5 6 7 8 9 RJE 14 13 12 11 10

CONTENTS

Unit 1

Short /a/a, /e/e, ea, /i/i, /o/o, /u/u; Plot, Character, Setting.....	6
~ Out of Luck	7
Missing on Mud Hill	8
Long /ā/a_e, /ē/e_e, /ī/i_e, /ō/o_e, /ū/u_e; Plot, Character, Setting.....	18
~ Being Safe	19
A Trip to Seattle's Past	20
Digraphs /f/ph, /sh/sh, /th/th, /hw/wh; Main Idea and Details.....	30
~ A Cold Place	31
Antarctica: A Trip to the South Pole	32
Long /ē/e, ee, ea, y, ey; Cause and Effect.....	42
~ A Meeting	43
The Kingfisher's Dream	44
Long /ā/ay, ai, aigh, eigh; Main Idea and Details.....	54
~ Butterflies Make Their Way	55
Hope Remains for the Butterflies	56

Unit 2

Long /i/i, igh, ie, y; Make Inferences.....	66
~ Team Tryouts	67
Kylee's New Team	68
Soft consonants /s/c, /j/g; Make Inferences.....	78
~ Trip to Space	79
Citizens of Space	80
Digraphs /ch/ch, tch; Make Generalizations	90
~ Hurricanes	91
Hurricane Watch	92
Long /ō/o, oa, ow, oe; Problem and Solution	102
~ The Princess's Goal	103
A Road to Happiness	104
Diphthong /ou/ow, ou; Sequence	114
~ How Do Dogs Help Us?	115
Saint Bernards: Saving Lives in the Mountains	116





Unit 3

Variant vowel /ü/oo, ue, ew; Plot, Character, Setting	126
~ Cloud Chaser's Trip	127
A Gift for Moon Shadow	128
 r-Controlled vowels /är/ar, /âr/air, are, ear, ere; Draw Conclusions	138
~ Taking Charge	139
A Smart Start	140
 r-Controlled vowel /ûr/er, ir, or, ur, ar; Cause and Effect	150
~ Seeking Energy	151
A Need for Energy	152
 r-Controlled vowel /ôr/or, ore, oar; Summarize	162
~ Records of a Forgotten Past	163
Digging Up History	164
 Silent consonants /n/gn, kn, /r/wr, /b/mb; Draw Conclusions	174
~ Do You Know Your Lines?	175
The Show Must Go On	176

Unit 4

Diphthong /oi/oi, oy; Author's Purpose	186
~ Team Sports	187
Jackie Robinson and the Joy of Baseball	188
 Final schwa /ə/ə, le, a/; Fact and Opinion	198
~ The Mysterious Sea	199
Jacques Cousteau: Scientist Below Sea Level	200
 Variant vowel /ô/au, aw, augh, ough, /ôl/al; Compare and Contrast	210
~ Fighting for Causes	211
Gandhi's Causes	212
 Triple consonant blends spr, scr, str, spl, thr; Fact and Opinion	222
~ Bicycling	223
Extreme Sports	224
 Variant vowel /û/oo, ou; Author's Perspective	234
~ A Good Show	235
Hooked on Dancing	236



Unit 5



Review short /a/, long /ā/; Author's Purpose.....	246
~ Louis Braille	247
Anne Sullivan: A Valuable Teacher	248
Review short /i/, long /ī/; Compare and Contrast.....	258
~ Then and Now	259
A Trip to Find Rain	260
Review short /e/, long /ē/; Persuasion.....	270
~ Why Not Travel With Us?	271
The Weekend Treat	272
Review short /o/, long /ō/; Make Judgments	282
~ My Comic Book Collection	283
A Collection of Thoughts	284
Review /û/oo, ou, /ü/oo, ue, ew; Summarize.....	294
~ A Brief History of Skiing	295
Candace Cable Zooms Forward	296

Unit 6

Review schwa endings /ə/, /ən/, /ær/; Make Generalizations.....	306
~ The First Emperor	307
The Great Wall of China	308
Review diphthong /ou/ou, ow; Sequence	318
~ Bellow and Blow	319
A Tough Act to Follow	320
Review digraphs; Problem and Solution	330
~ Before the Alphabet	331
Writing from Drawings to Alphabets	332
Review short and long vowels; Description.....	342
~ A History of Pens	343
Updating the Printing Process	344
Review short and long vowels; Theme	354
~ Helping After a Disaster	355
A Signal of Smoke	356





Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

snap	spin	crab	dunk
cliff	mess	twig	head
rock	jump	sped	pick

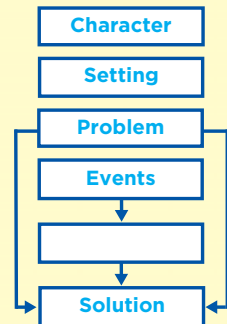
Vocabulary

rashly	nervous	regretted
edge	excitedly	

Comprehension

PLOT, CHARACTER, AND SETTING

Story structure is made up of plot, character, and setting. The plot is the series of events in the story. This includes the problem a character has and the steps taken to solve it. The setting is where and when the story takes place. The characters are the people or animals in the story.



To help you find the story structure, use the Story Map.

Read

Identify the plot, characters, and setting of the story.

Out of Luck

Sam acted **rashly** when he left the path to see the view. To see better, Sam stepped up on a big rock. Then the rock slid down the hill. Sam slid with the rock. Sam went over the **edge** of the hill. It happened so fast!

Sam fell to the bottom of the hill. He was **nervous**. How can Sam get back up?

Sam yelled **excitedly**. He was lucky. A man was on top of the hill. He pulled Sam up with a rope. He did a good job. Sam **regretted** his rash act.

Use the **Story Map** to help you note the characters, plot, and setting for "Out of Luck".





Missing on Mud Hill

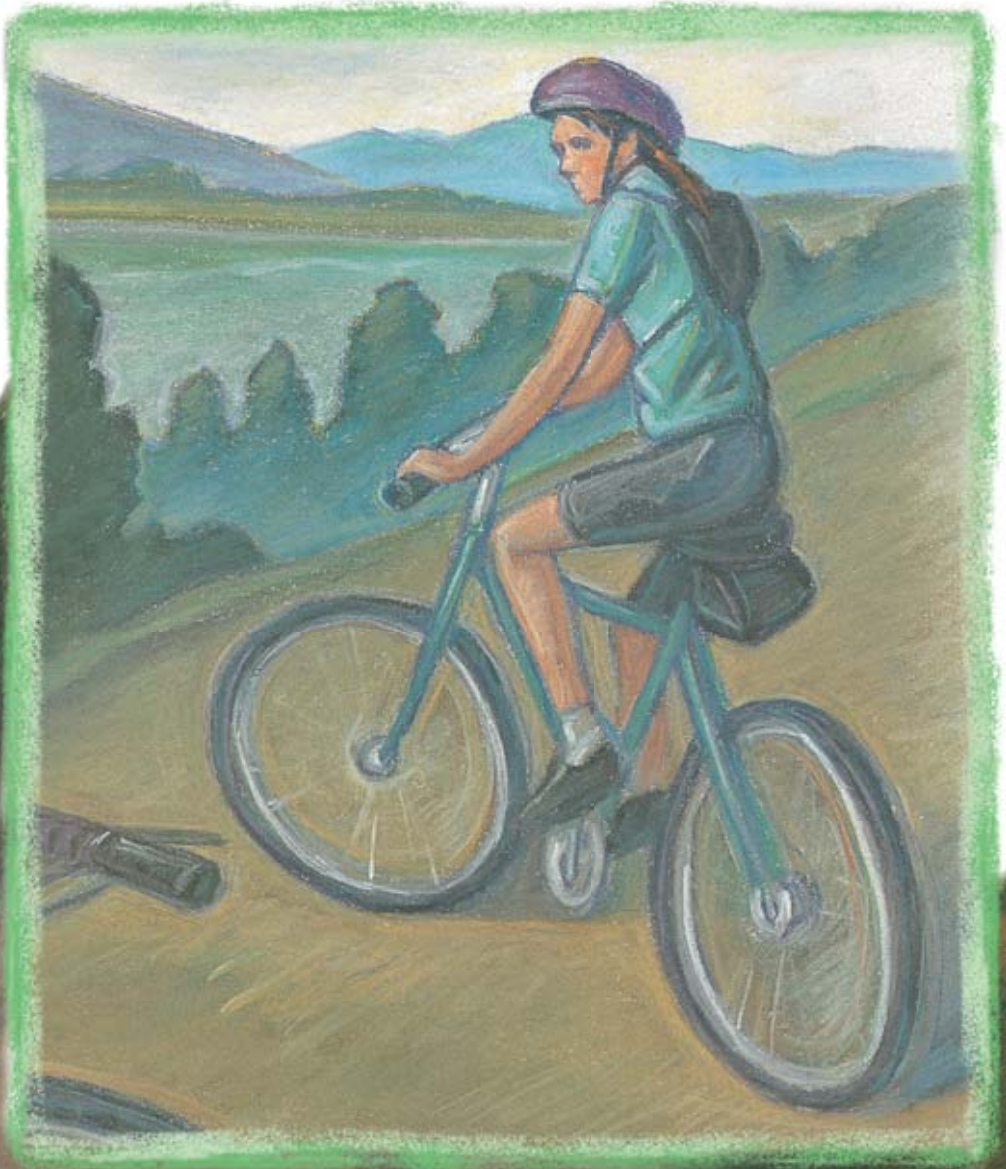
by Leigh Fletcher
illustrated by Howard Post

Pam and Rob zigged past trees. They zagged past big rocks. Then they went up Mud Hill. Rob kept a grip on his bike. It hit rocks and snapped twigs. The path was bad.

"This is risky, Pam!" Rob yelled. He regretted not going back to camp with the rest of the kids.

“Jill told me a big rock is up on Mud Hill,” Pam yelled back. “It looks just like a wild cat, Rob! It will be a quick trip. We can still get back to camp before the sun sets.”

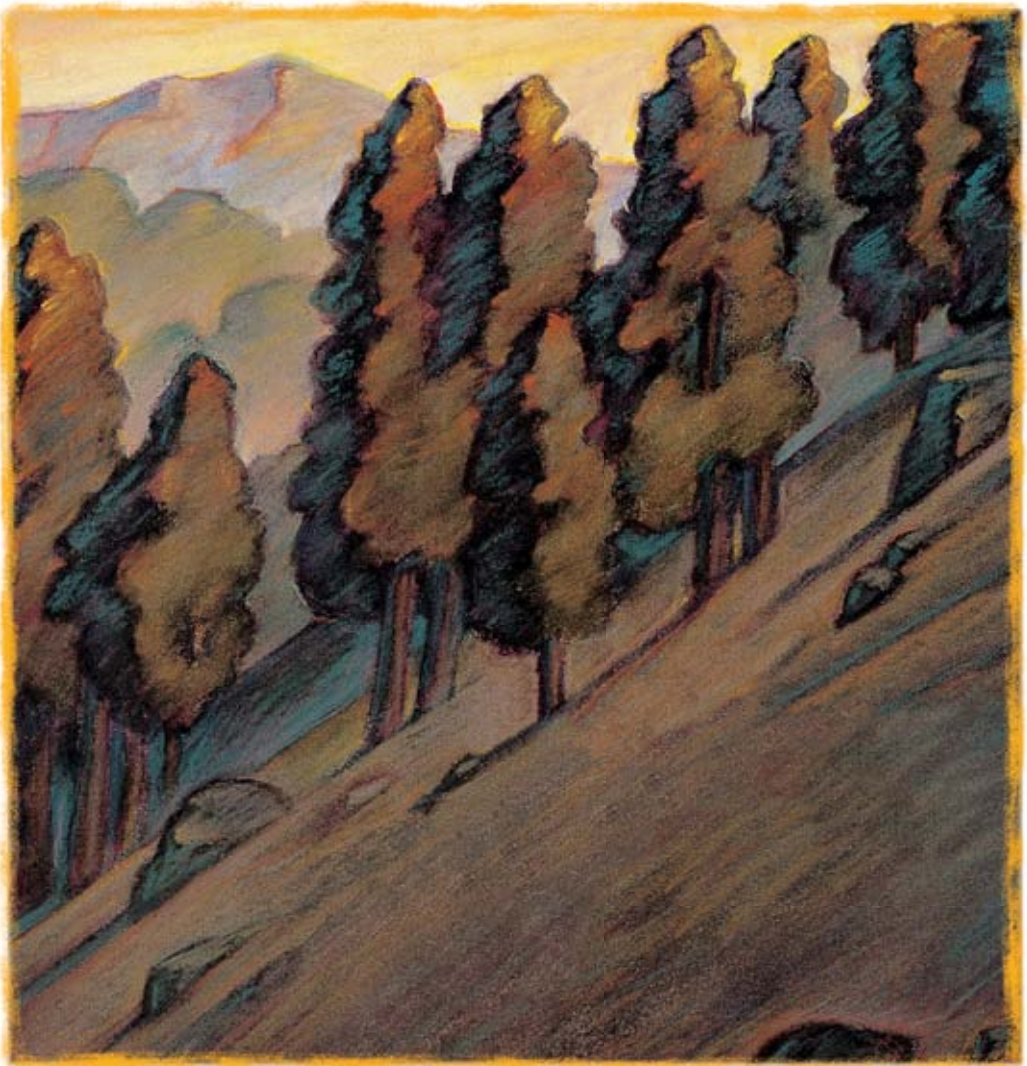
Pam sped up and kept going up the next hill.

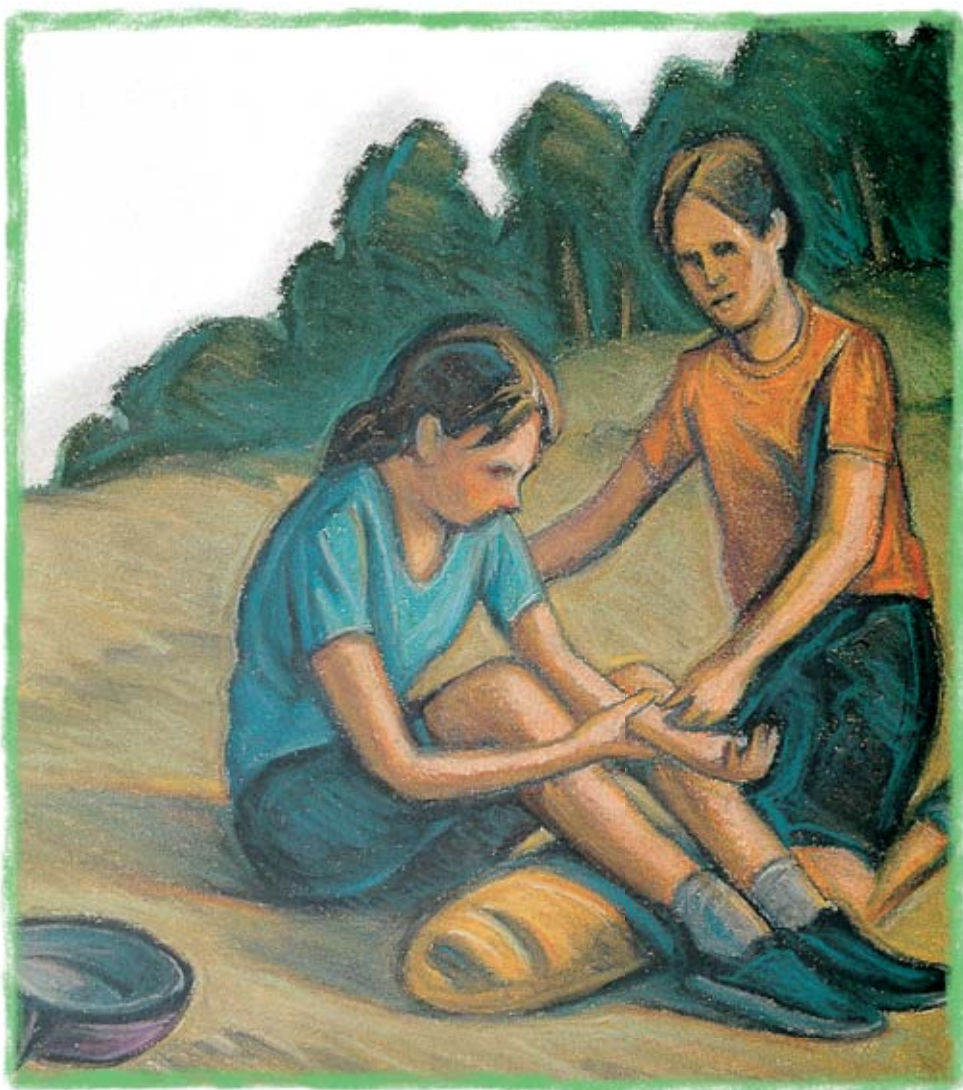


Out of Luck

Rob soon lost Pam. Then Pam yelled. But her yell got cut off by a *slam* and a *bang*. Rob sped up the hill and slid to a quick stop. Pam's bike rested flat in the dirt. Its tires were still spinning.

Rob was **nervous**. He did not move. Where was Pam? On his left was a cliff.





He looked over the cliff. Pam had landed on a flat bit of grass. Rob slid down, grabbing at plants and big rocks.

Pam held her left arm. "I hit it on a rock as I fell. I went over the **edge**. I grabbed at rocks and plants but I could not stop. I did not hit my head. I just slid and slid."

“Your arm has to be kept still,” Rob told Pam.
He went up the cliff and came back down. He had a
bike part and a cloth from his pack. He fixed the part
to fit Pam’s arm.

The sun had dropped low, but Pam had to rest.



Act Quickly!

Back at camp, Mr. Lind asked Pam's sister Jill for help. "Pam and Rob are missing. They did not get back with the others."

Jill bet Pam had acted **rashly** and was lost. Jill sat and clasped her hands. Where was Pam? "I did tell Pam that Mud Hill is a fun trip, and the best spot on Mud Hill is Wild Cat Rock."

Mr. Lind said they would look on Mud Hill. They acted fast. Jill got other kids to help.



Back on Mud Hill, Rob said, "The sun is setting. Your arm and bike are messed up. You cannot get back to camp. I think it is best if I stay with you."

Rob did not look mad. But Pam felt bad. She got them into this.

Rob made a fire. Her arm hurt, but Pam went to get sticks to add to the fire.





Rob sat with Pam. She did not look well.

"The kids will find us," said Rob.

Just then a bat zipped past. It made Pam jump. It nabbed a bug and left. Next a skunk stopped on a log. It sniffed and then crossed the grass. When it kept going, Pam and Rob were glad.

Rob got up and added sticks to the fire. A twig snapped. Pam and Rob held still. A bigger snap made them jump.

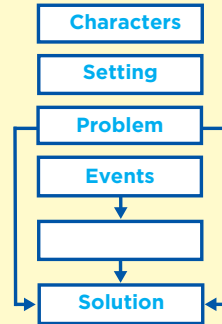
“Pam! Rob!” Jill led the kids from camp onto the grass. In back of them was Mr. Lind. “Are you OK? What happened?” they asked **excitedly**.



Comprehension Check

Summarize

Read "Missing on Mud Hill" again. Fill in the Story Map. Then use it to summarize the structure of the story.



Think About It

1. How did Pam hurt her arm?
2. What did Rob do to help Pam before Mr. Lind and Jill found them?
3. Using details from the story, describe how the setting kept Rob and Pam from getting back to camp.
4. What did Rob and Pam learn from their experience? Use details from the story in your answer.



Write About It

What can be learned from Pam's accident? What can be done to try to avoid bike accidents?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

flame	wake	globe	tide
stove	brick	beside	update
wide	safe	became	shed

Vocabulary

accident	tourists	blaze
basement	flooding	carried

Comprehension

PLOT, CHARACTER, AND

SETTING

Story structure is made up of plot, character, and setting.

The plot is the series of

events in the story. The setting is where and when the story takes place. The characters are the people or animals in the story.

Characters	Setting	Plot

Use a Characters, Setting, and Plot Chart to help you note the people, places, and events as you read the story.

Read

Identify the plot, characters, and setting.

Being Safe

The sun was still a blaze in the sky as Jane came home. "So many tourists had been at the game!" she was thinking. Jane was happy. Her team had played well.

As she got close to home, she saw a fire truck in the driveway. Oh no! Had she left the stove on? Did she start a fire? But she could see no smoke.

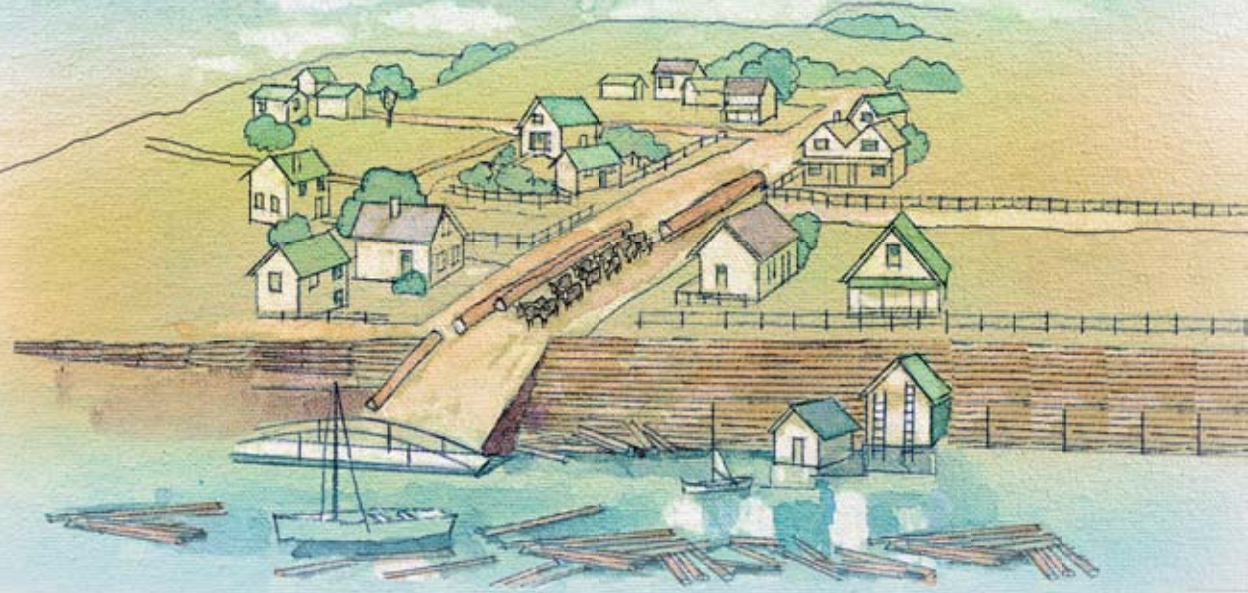
Mom came outside with a fireman. By the door, a pump gushed water onto the driveway. Mom carried a mop. So there was flooding! Mom said a pipe in the basement broke. The fireman added, "An accident can take place at any time."

Use the **Characters, Setting, and Plot Chart** to help you note particular people, places, and events as you read "Being Safe."

A Trip to Seattle's Past

by Steve Mason

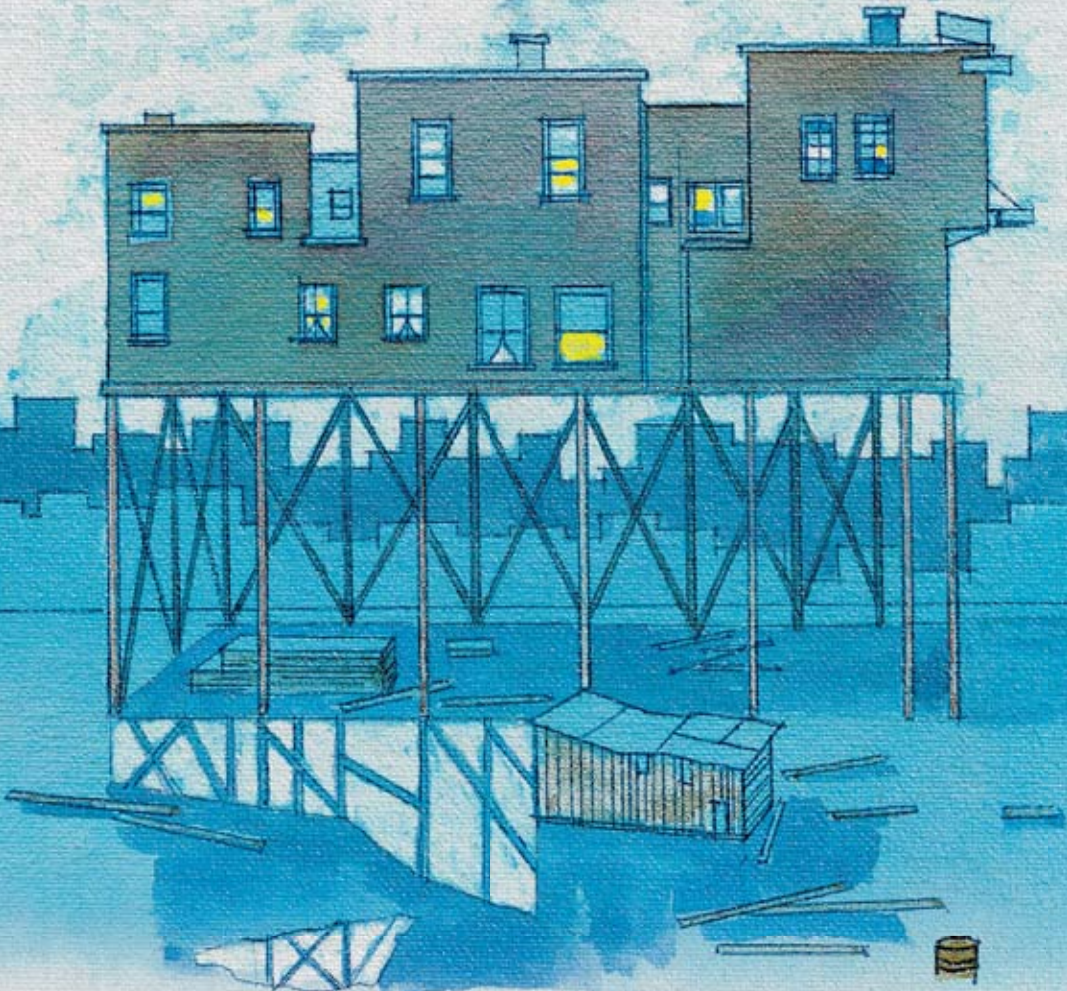
illustrated by Harold Henriksen



Last spring, my family went to a place named Seattle. It had lots of sites to visit. A guide named Dan led us. He runs trips and tells **tourists** about the city.

In the 1800s, Seattle was not yet big in size. It is close to a river, and rising tides did bring lots of **flooding** at times. Lots of trees ringed the town, and this gave residents an idea to place homes on top of big logs. It helped. Homes did not get as wet.

In time, men added uses for cut logs. They **carried** logs to the river in wagons. They used logs to make ships, and ships went out to net fish. People started to sell logs, ships, and fish. The town expanded.





A Big Blaze

“Then one day in June 1889,” Dan instructed us, “a man named John Back made homemade paste on a stove. But John went to another place in the shop. He left the paste pot untended on the fire.

“When John left the fire, the hot paste spilled over the sides of the pot. It made the fire swell in size.”

“At last, John saw the fire. He tipped a bucket of water on it, but it did not help. John felt panic and left the shop fast.”

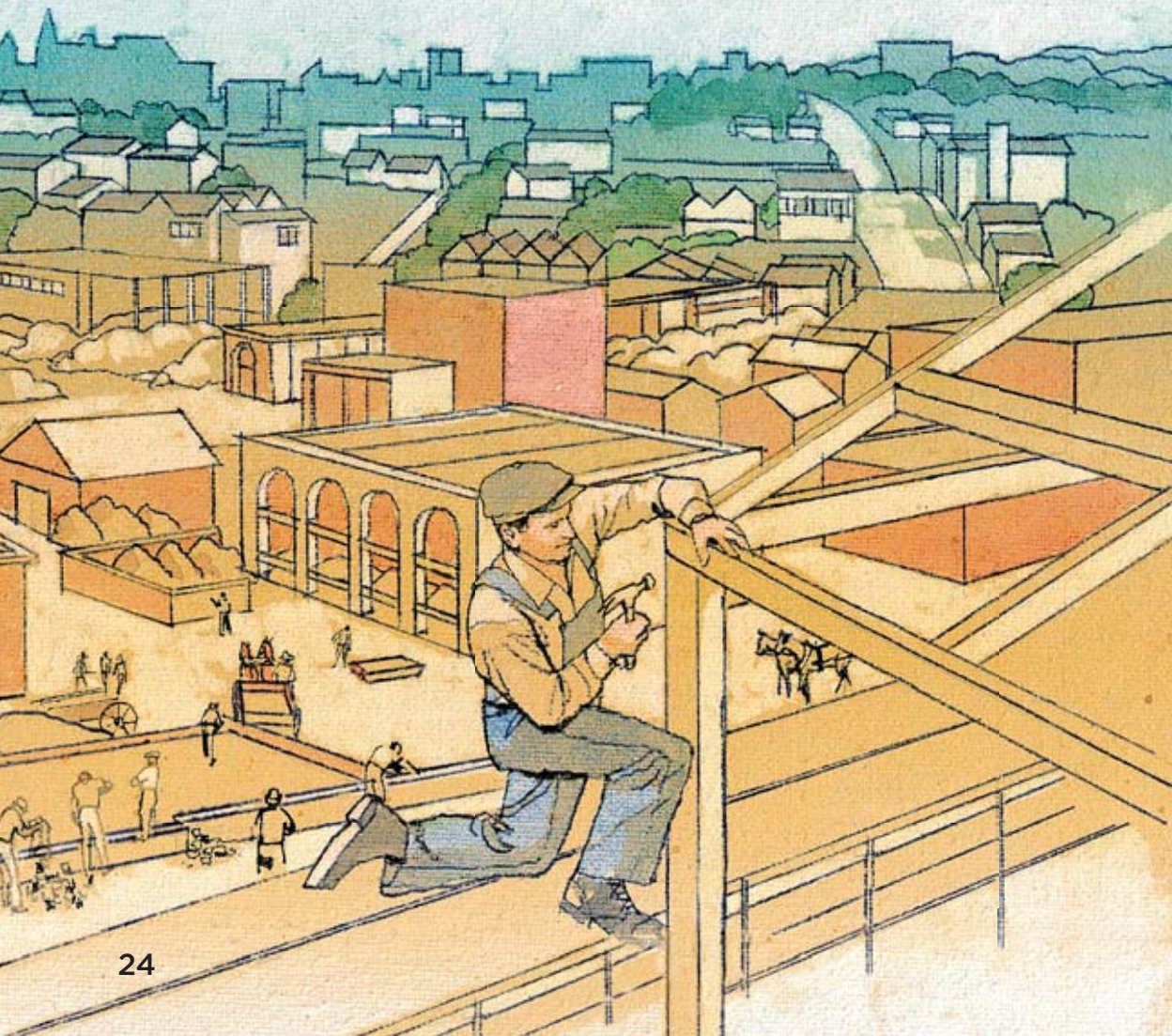
I asked what happened next. Dan told us that the **accident** in John’s shop started a big fire. It jumped from place to place. Shops and homes went up in flames. Firemen stopped the **blaze** after a time, but it had burned lots in the city.

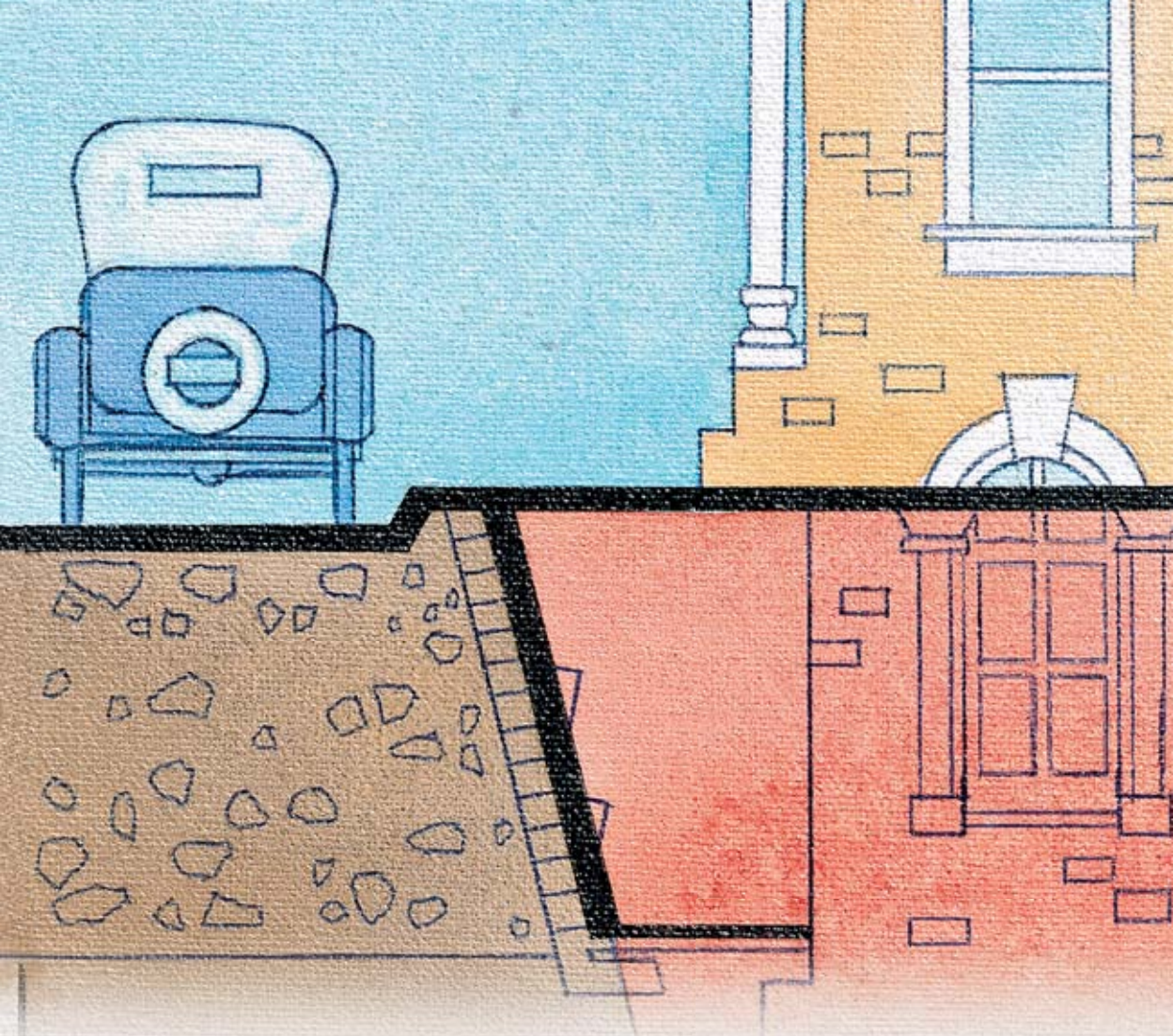


Making a Safe Place

The fire showed that making homes and shops from logs is not the best plan. People started making homes of stone and brick. Stones and bricks will not let flames travel as fast.

But a big problem had yet to get fixed. Water at Seattle's sides still flooded streets. It kept on making a mess. To lift the city above water level, men piled extra mud and sand on top of streets.



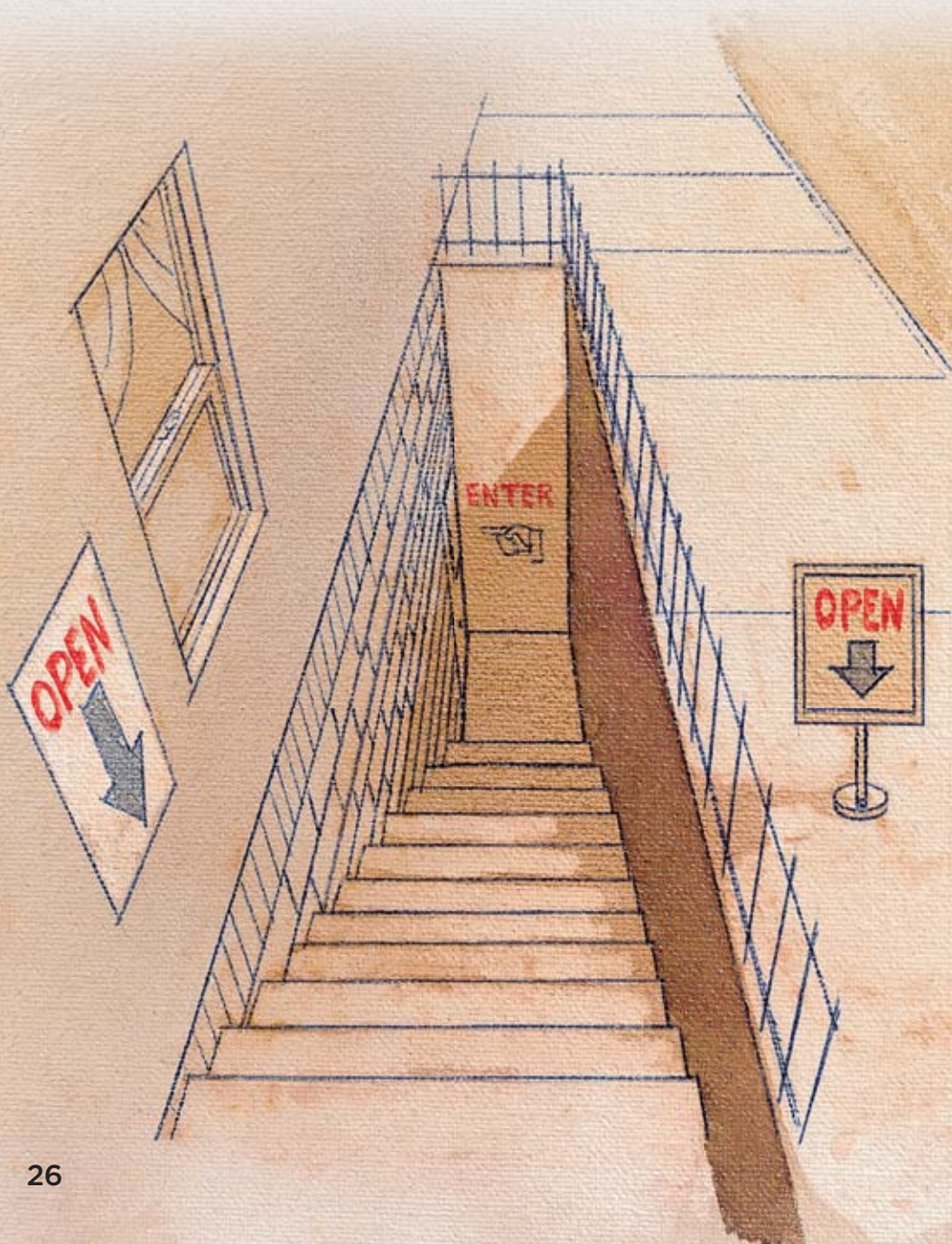


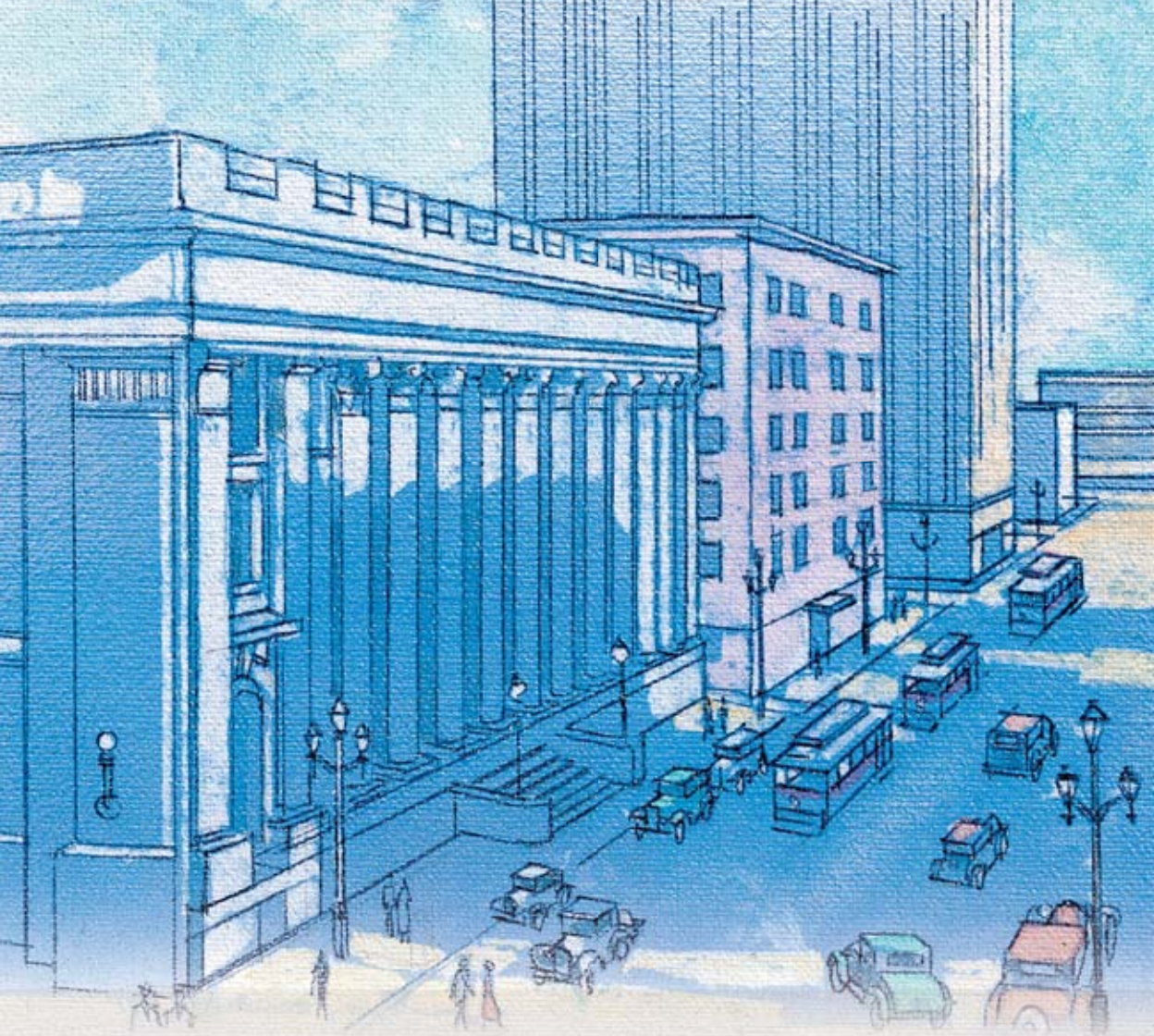
When they finished fixing streets, Seattle did not get flooded like it had. But piled-up streets hid the shops' bottom levels.

"The shop doors had gotten hidden under the ground!" Dan told us.

“Shopkeepers wanted to save their shops in these places, but people did not like shopping in the basement.

“It was difficult getting from new sidewalks down to old shops. Shops had gotten dim and wet. They had to close.”

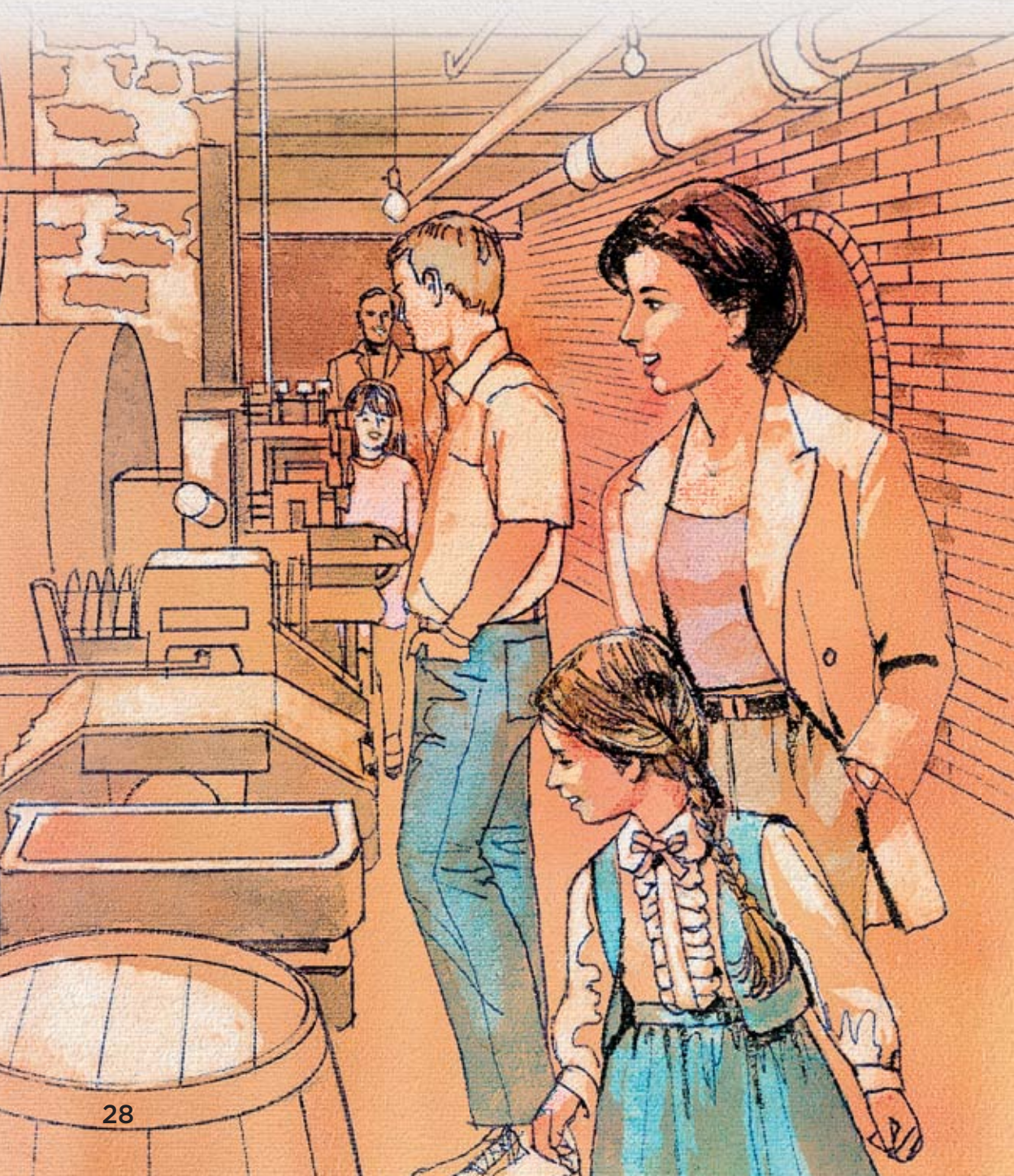




Time passed, and people did not remember the hidden shops. Old places got lost.

After many years, a man named Bill Speidel came upon some shops in basements. He wanted to let the public get a taste of Seattle as it used to be. Bill started taking people to these old places.

At last, Dan smiled and stated, "Now you can go under the street to visit old Seattle!" He led us down a set of steps, and we got glimpses of old shops underground. It was a thrilling trip back in time.



Comprehension Check

Summarize

Read "A Trip to Seattle's Past" again. Fill in the Characters, Setting, and Plot Chart. Then use it to summarize the selection.

Characters	Setting	Plot

Think About It

1. How did people in Seattle protect their homes from flooding in the 1800s?
2. Who started the fire in 1889? How did it happen?
3. Use details from the story to tell why shops in Seattle ended up in the basement.
4. What purpose do Seattle's underground shops have today? Use details from the story to explain your answer.



Write About It

In what ways do people today prepare for fires and floods? Explain your answer.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

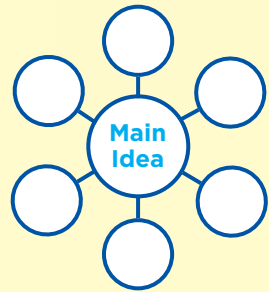
same	shape	phone	crash
when	shelters	month	whales
while	smile	think	shore

Vocabulary

rare	ice	mass
scientists	extreme	midnight

Comprehension

MAIN IDEA AND DETAILS The main idea is the most important point an author makes about a topic. It can often be found at the beginning of a passage or text. To find the main idea, think about the details and decide what they have in common or how they are connected. These details support the main idea.



Use the Web to help you identify the main idea and details as you reread “A Cold Place.”

Read

Identify the main idea and details.

A Cold Place

Antarctica is a **mass** of land and **ice** at the base of the globe. It is an odd, **rare** place. The weather there is **extreme**. The coldest temperatures on Earth have been recorded by **scientists** in Antarctica.

The sun is odd in this spot. In summer, it sets at midnight. But it sets for just an hour. This hour-long phase is called the **midnight** sun. In winter, the sun rises for only an hour, and the rest of the day Antarctica is in the shade.

Use the **Main Idea Web** to help you identify the main idea and details of "A Cold Place."



Antarctica: *A Trip to the South Pole*

by Erin Roberts

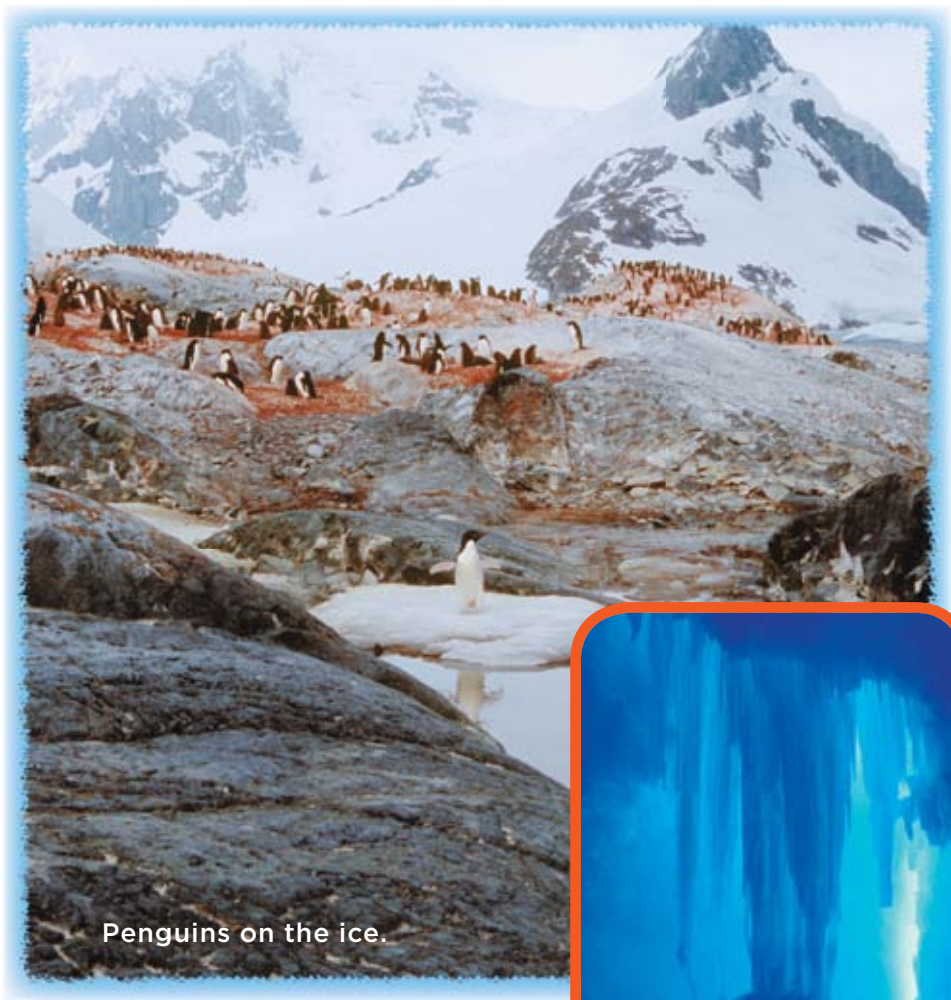


Antarctica has
ice and snow.

A Very Cold Place!

A **rare** land sits at the bottom of the planet.
Antarctica is its name. Antarctica is a big land **mass**
with **ice** resting on its rock base. It is a cold, cold place!

The low temperature in Antarctica can be -126° F.
Winds can whip up to 200 miles an hour.



Penguins on the ice.

Antarctica has big ice caves.



Antarctica is an **extreme** land. It has no shrubs or plants. Small spots of moss grow on rocks. Most of the land is white from all the snow. But sometimes the thick ice can be blue.

Antarctica has caves and lakes in odd shapes. The caves and lakes are made from freezing and melting ice.

Antarctica gets big in winter.



Antarctica is not like other places.

In summer as the ice melts, Antarctica gets small.
In winter the land gets big as the sea around it freezes.
Antarctica can grow up to 10 million square miles in winter.



Antarctica is a land of **midnight** sun. In summer the sun shines all day. A late sunset takes place. The nights can last less than an hour.

In winter, the sun can come up for an hour. Days are dark in winter.



In 2000, a big iceberg broke off of Antarctica.

In summer the sun melts a top layer of ice. When a big chunk of ice melts, it can slide in to the sea. These chunks of ice are called icebergs.

Passing ships can crash into icebergs by accident. The sudden crash can dent and even sink the ships.



Penguins do not get cold in Antarctica's 33° F water.

Life on the Ice

There is some life in Antarctica. Birds, seals, and whales all make a home here.

One bird, the penguin, can be found here. A penguin cannot fly and it is not fast on its legs. But it can slide and swim. It dives in the cold, cold water to get fish.



There are more seals in Antarctica than anywhere in the world.

Seals and their pups spend a lot of time in water, too. Seals have a lot of fat under their skin. Fat keeps seals warm.

Long ago, men did hunt seals and whales. They carried their skin and fat back to land to trade and to make things. Now there is a limit to how many seals can be hunted.

Whales live in the sea by Antarctica. Whales get fish that live in the sea. Whales are big and eat a lot of fish.

Whales like cold air. They swim north in winter when more places ice up. Whales swim in big packs named pods. The pods come back home in summer when it gets warm.



Whales can eat a lot of fish.



People at a base on Antarctica.

Life on Ice

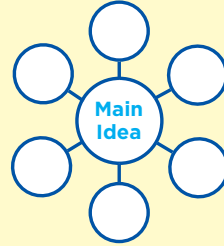
Antarctica is a land of ice, rocks, and caves, but not many people. Some people come in summer. It is much too cold in winter, but some **scientists** stay. They take photos and make notes about the land. Shelters and bases are made to keep them safe.

These brave men and women share their notes about the land and animals at the South Pole.

Comprehension Check

Summarize

Read "Antarctica: A Trip to the South Pole" again. Fill in the Main Idea Web for the chapter "A Very Cold Place!" Then use it to summarize the selection.



Think About It

1. Where is Antarctica found?
2. Explain what happens in Antarctica in the summer.
3. Find the details and identify what they have in common in the last part of the selection, *Life on Ice*. What is the main idea of this part of the selection?
4. Why do only a few animals, such as penguins and seals, live in Antarctica? Use details from the article in your answer.



Write About It

Why are people studying Antarctica? How do you think what they learn about Antarctica could help the world?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

white	brush	dream	leap
clean	happy	queen	honey
speed	phone	gleam	thrill

Vocabulary

exists	dusk	tales
worry	horizon	peak

Comprehension

CAUSE AND EFFECT In a story, a cause is an event that makes something happen. An effect is something that happens because of an event or action. As you read, ask *What happened?* to find the effect. Ask *Why did it happen?* to find the cause. Clue words such as *because* and *so* can help you find the cause.

Cause → Effect
→
→
→
→

A Cause and Effect Chart helps you figure out what happens in a story and why it happens.

Read

Identify cause and effect relationships in the story.

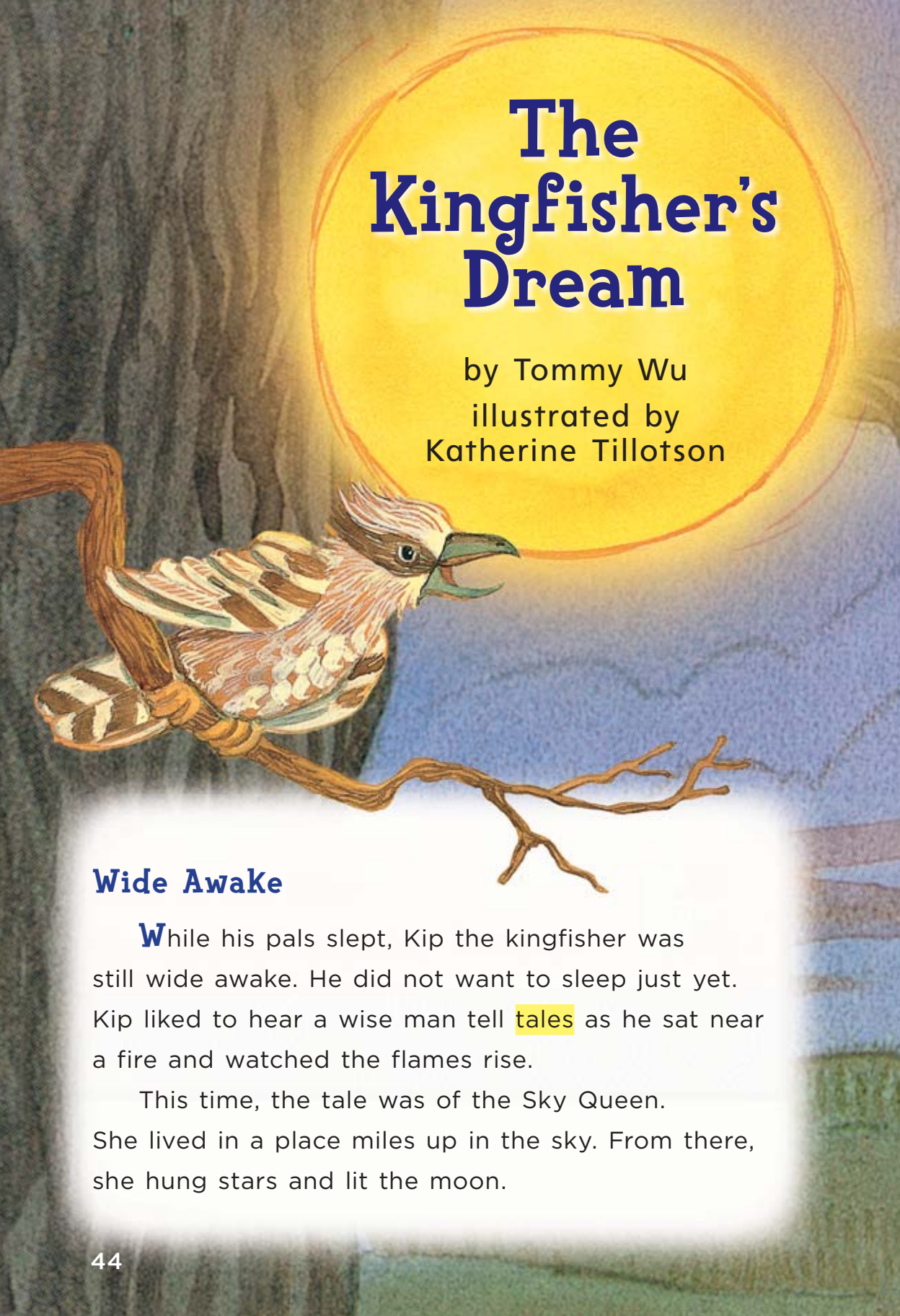
A Meeting

A weekly meeting takes place at dusk in a space between the trees. People meet because they like to listen to the wise man's tales. His tales are about their history, the animals, and the land. The people do not have to worry about hearing a scary tale. This is because the wise man does not tell that kind of tale.

The wise man's best tale is about the Sky Queen. She exists on the horizon. She hides behind a mountain peak so people do not see her. She dreams about people leading good lives.

Use the **Cause and Effect Chart** to record important causes and effects as you read "A Meeting."





The Kingfisher's Dream

by Tommy Wu
illustrated by
Katherine Tillotson

Wide Awake

While his pals slept, Kip the kingfisher was still wide awake. He did not want to sleep just yet. Kip liked to hear a wise man tell **tales** as he sat near a fire and watched the flames rise.

This time, the tale was of the Sky Queen. She lived in a place miles up in the sky. From there, she hung stars and lit the moon.

The Sky Queen liked to place the sun near the horizon. She set it low, near land. As the sun rose, the sleeping tribe would wake up to it. And the gleaming sunset was like a prize at the end of each day.



That night Kip spent a lot of time thinking about the tale because he was thrilled by it.

As his pals woke up at sunrise, Kip spoke to them from the top of the trees. “Gaze up at the distant sun. See how nice it is in the sky.”

Kip’s pals were thrilled. They did not suspect that the sun was alive in the sky.

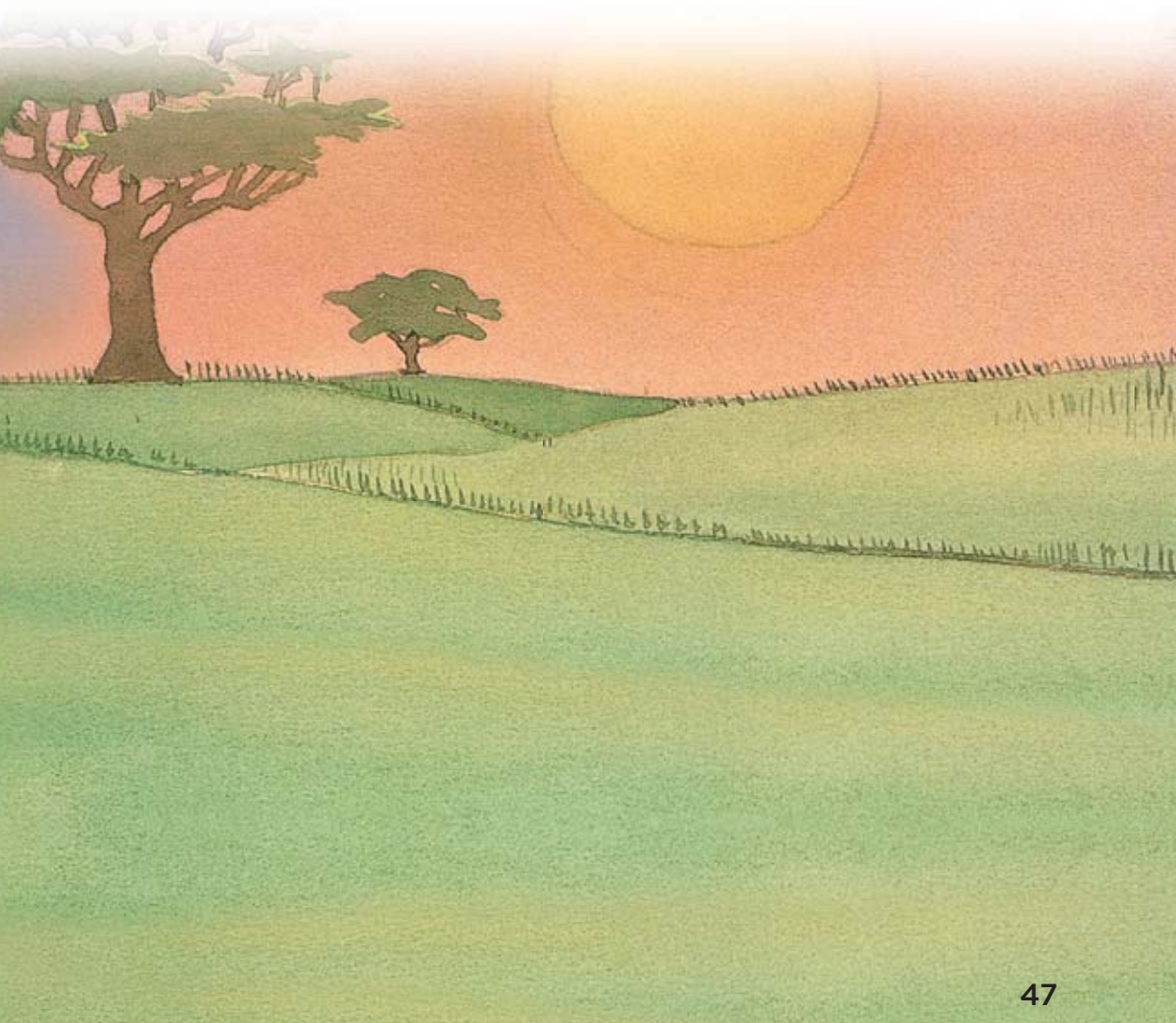


“The Sky Queen makes her home up there with the sun, white clouds, and wet rain,” Kip said.

Kip’s pals began to feel that their land was not nice. Unlike the Sky Queen’s clean space, it was hot and dusty in a lot of places. Kip’s pals were unhappy with the hot days of their land.

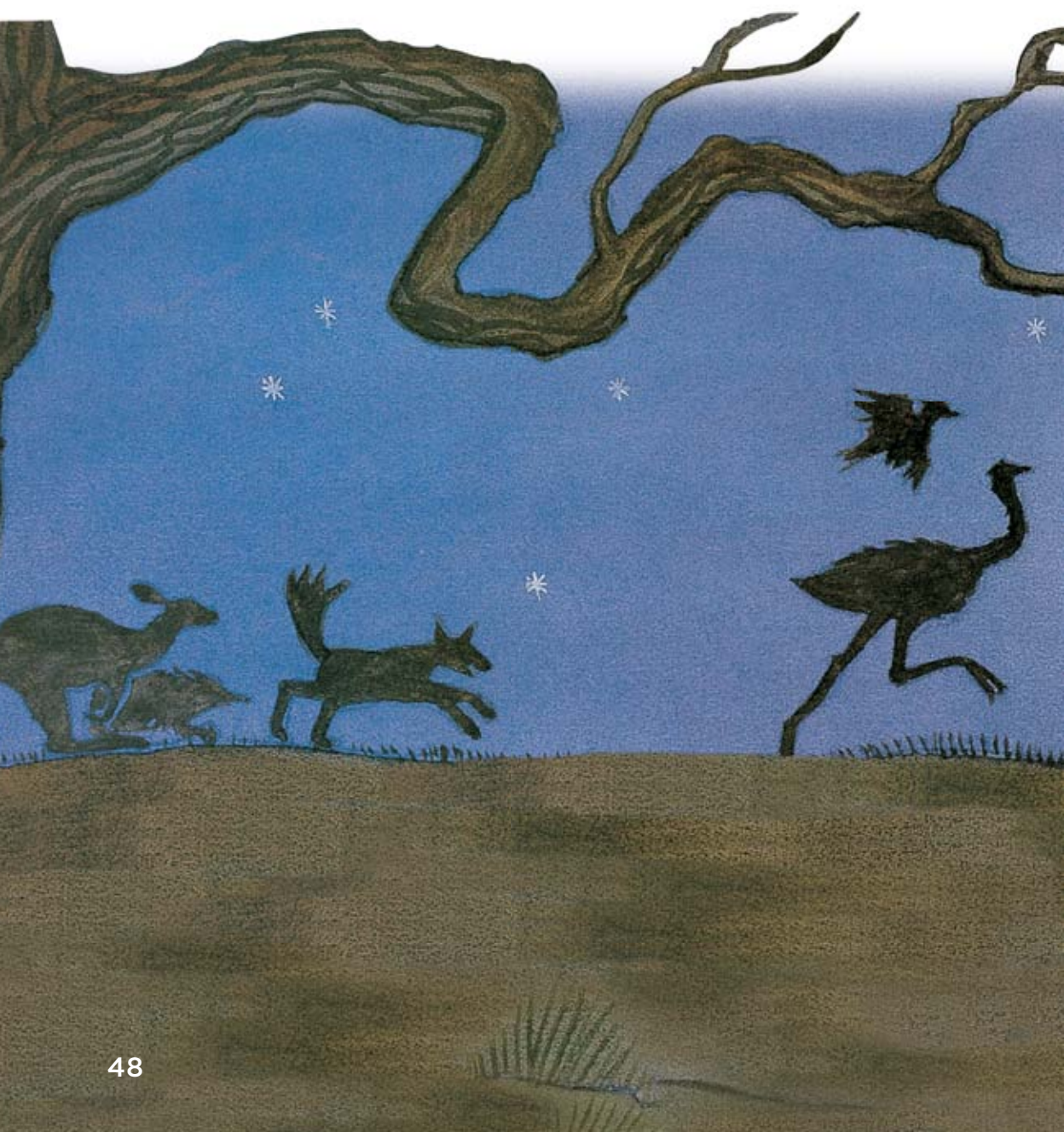
“Can we replace, or change, our homes with homes in the sky?” Kangaroo asked.

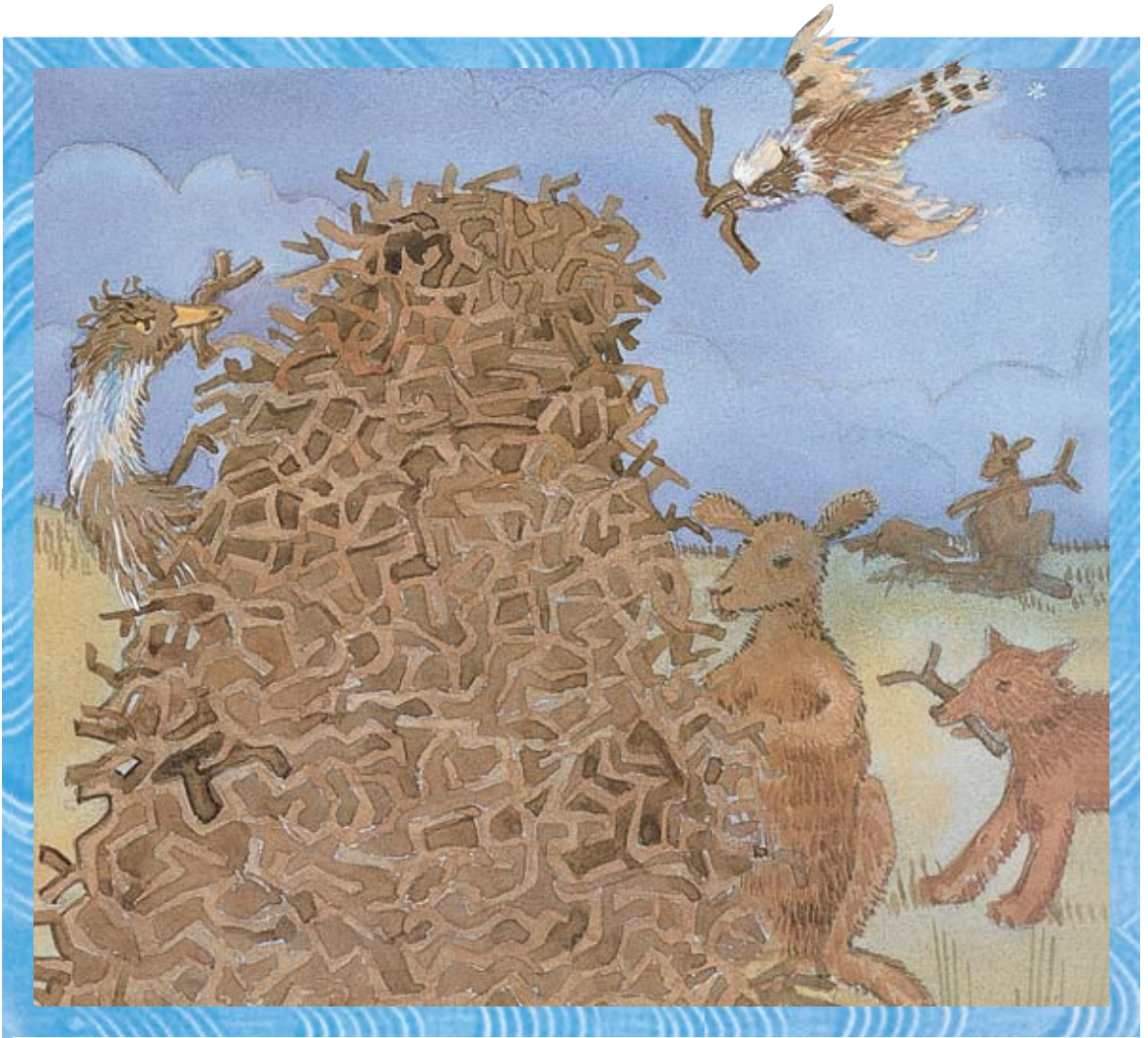
“I will think of a plan,” Kip said. “Meet me under my tree at dusk.”



After the sun set and the land became dark, Kip's pals each met him at his tree. One at a time they came out into the starry night.

"We need a place in the sky with the Sky Queen. We can see and do more things up there," Kip said to his team of pals.





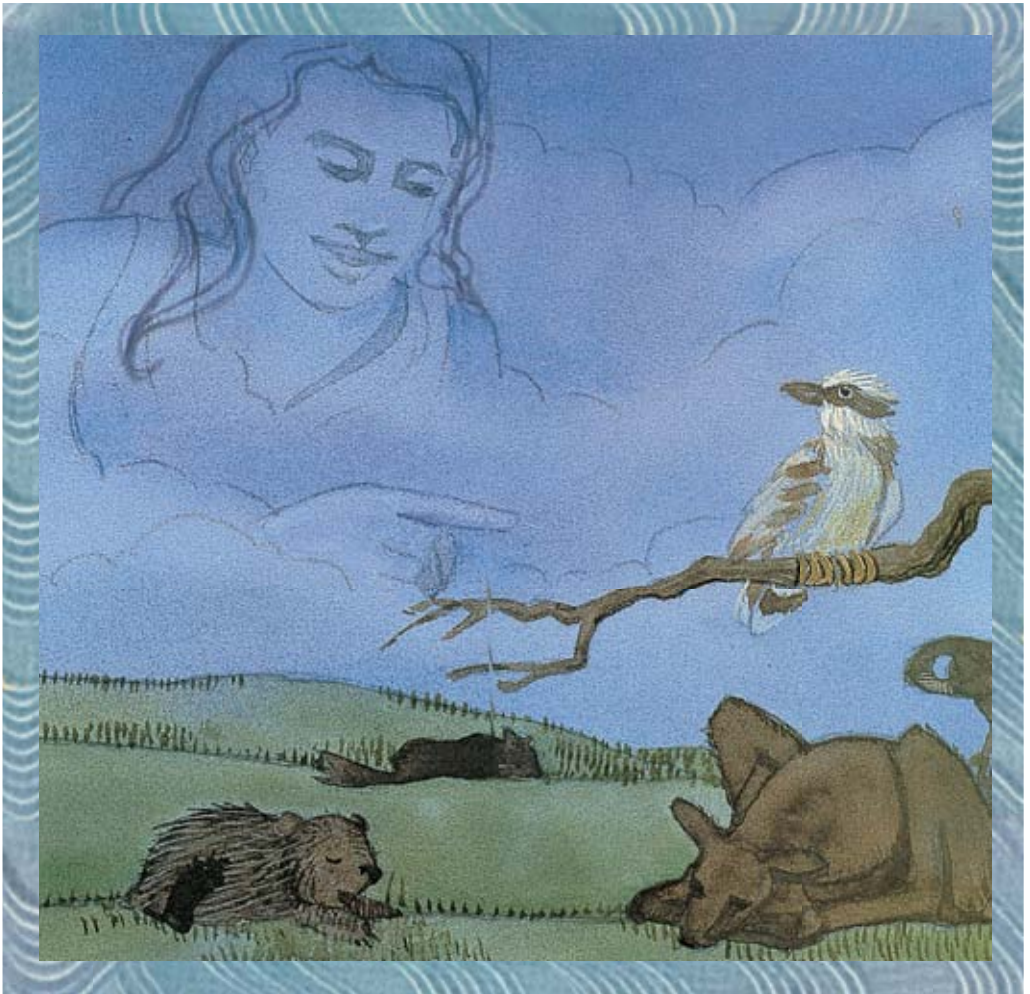
A Real Dream

“We can make the dream real,” said Kip. “Let’s pile up sticks to make a ladder a mile up. It will be so big that its **peak** will reach the sky. Then we can go up step by step and meet the real Sky Queen. We will share the sun, rain, and clouds,” said Kip.



Kip's pals seemed to think that his plan was quite fine. They went as a team to get sticks. They carried a mass of sticks to the huge heap. The pile still needed a lot of sticks to reach their dream.

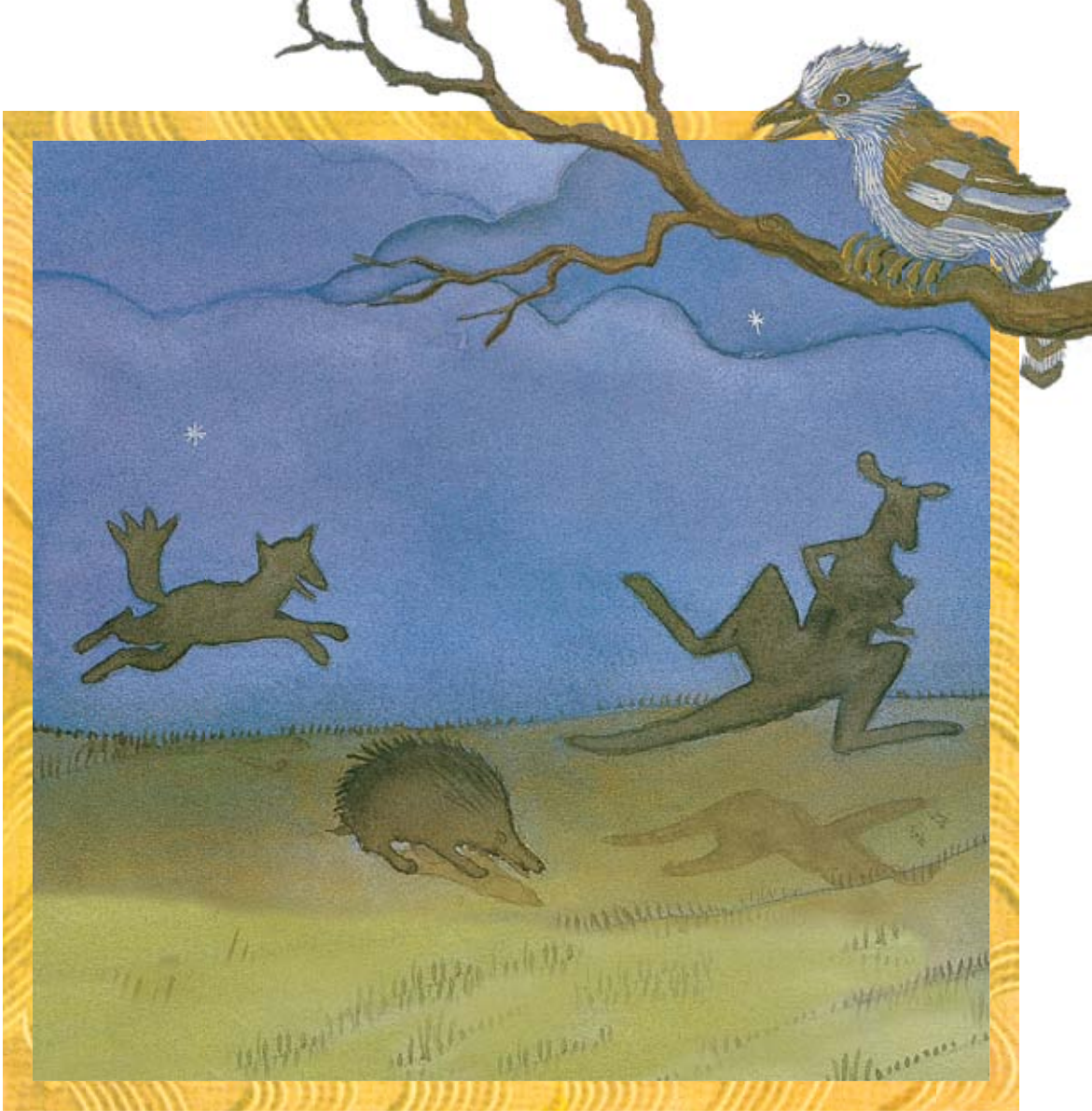
Time passed. At midnight the team got weak, so they all fell into a deep, deep sleep at the base of the pile.



Not much time had passed when the Sky Queen came down to visit Kip. She tapped Kip's wing. Kip thought it was a dream. It did not seem real.

"Rethink this pile. It is not needed," the Sky Queen said. "Why do you seek a place in the sky? Why do you **worry** so much?"

"We like your home. Life seems happy up there," he said.



“I made space for Kangaroo, so she can leap,” stated the Sky Queen. “Dog has wide land to run at top speed. A big tree **exists** for you to sit and make a nest.”

The Sky Queen had made a lot of things. In the sky, Kip might reach a place where life was happy. But he might miss neat things made just for him. Kip looked at his land and was happy with what he had.

Comprehension Check

Summarize

Read "The Kingfisher's Dream" again. Fill in the Cause and Effect Chart. Then use it to summarize the story.

Cause → Effect
→
→
→
→

Think About It

1. What kind of tale does Kip hear the wise man tell?
2. Why did Kip and his pals want to build a tower to reach the Sky Queen?
3. Using details from the story, describe how Kip and his pals build the tower.
4. What did Kip and his pals learn after the Sky Queen visited Kip? Use details from the story in your answer.



Write About It

Think about where you live. What part of the land or neighborhood makes you happy? Explain why you chose those things.



Skills and Strategies

Decoding

Decode these words. What do you notice about the vowel spellings?

main	obtain	stray	weight
basic	dainty	delay	drain
strain	straight	claim	replay

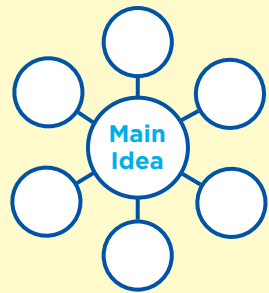
Vocabulary

dainty	maintain	drain
attained	migrate	stray

Comprehension

MAIN IDEA AND DETAILS

The main idea is the most important point an author makes about a topic. Details that support the main idea usually have something in common.



As you reread “Butterflies Make Their Way,” use the Main Idea Web to help you identify details that are connected. This will help you find the main idea.

Read

Identify the main idea and details.

Butterflies Make Their Way

The **dainty** butterfly needs heat from the sun to live. When cold comes to the north, the butterfly must not delay flying south to a warmer place. Some butterflies fly more than 2,000 miles to seek sunshine.

Butterflies can **migrate** from 5 to 12 miles in one hour. At these rates, the trip may take weeks to complete. Butterflies will not **stray** from their path. To **maintain** their progress, they must sleep and eat on the way.

The monarch butterfly has **attained** a way to stay safe on its trip. It will **drain** sweet sips of nectar from milkweed plants. Milkweed is poison to birds, so birds cannot eat monarch butterflies. By eating milkweed, this butterfly escapes being a tasty meal.



Make a **Main Idea Web** for each paragraph. Then use those main ideas to help you identify the main idea of "Butterflies Make Their Way."



Hope Remains for the Butterflies

by Mandy Maison

What is **dainty** and green and hangs on a stem?

Not long ago, this green case was a caterpillar. But how did it get like this?

When the caterpillar first came out of its egg case, it began to eat. It quickly ate leaf after leaf. Next, the caterpillar spun a small silk disc to hang from. Then, it shed its striped skin. The green case is left on the stem. The case contains a pupa. It will grow into a monarch butterfly with big wings.

A monarch caterpillar
and butterfly share a
cone flower.



Details of a Butterfly's Life

A monarch butterfly lays its eggs on a milkweed leaf. It has a trick to keep the eggs safe. It lays them beneath the leaf.

Soon, a caterpillar pokes its way out of the egg. It is weak from working so hard. But it is standing on its main food, the milkweed.

The caterpillar's aim is to eat and eat. It gains weight, but its skin remains the same size. The caterpillar must shed its skin for a bigger one.

A milkweed leaf with eggs



A milkweed plant





Stages of a monarch's life: caterpillar, pupa, butterfly

The monarch will not get to eat in its next stage as a pupa. Inside its case, the pupa makes a shift. In less than a week, a butterfly escapes from the case. Its graceful wings hang in a blaze of color.

The butterfly has **attained** its final phase. It has made its way from egg to butterfly.



This sky is full of wings.

Butterflies Will Not Delay

A monarch needs warm sunshine. It must **migrate** south when winter gets close. It cannot delay its trip to a warm land that is miles away. It will fly in daytime and rest after dusk. The next day, the butterfly is back on its way, sailing on. It will not **stray** from its trail in the air.

Hundreds of butterflies can be seen sailing on the horizon. At times, you may see clumps of them resting in trees.

A butterfly's path must be filled with plants. It needs to eat as it migrates. It will stop and poke its feeding tube into the plant and **drain** its sweet sap. It needs to find plants at each stop on the trail. If it cannot find nectar to sip, then its life may be at risk.



A monarch rests while on its trip.

At last, hundreds and hundreds of butterflies land in a winter home. Butterflies will not migrate back until it gets warm in the north. Then they head straight back north. On the way, females will lay eggs on milkweed plants. In the fall, they will replay their trip.



Monarchs resting on a plant.

Monarch butterflies on a tree in Mexico.



Monarchs escape cold places and fly south.

Risks

People think milkweed smells bad, and often they will cut plants down. Farmers mistake milkweed for a pest and chop plants down. Spray may be used to kill the plants. This is an extreme problem for butterflies.

In Mexico, groves of the trees where monarchs live are being cut and misused. Cutting the trees leaves those monarchs homeless when they arrive next winter.

What Can We Do?

It is amazing that monarchs make it through the strains of a long, long trip.

People must help **maintain** the plants that butterflies need. We need to keep lands safe so butterflies can feed and make a home.

In some places, people can be fined for harming a butterfly. But mistreating trees or plants is also unkind to butterflies. If we fail in helping them, butterflies will be at risk.

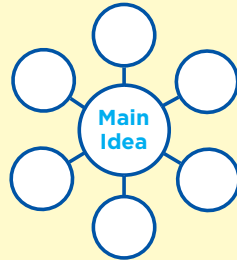


A sign in Mexico: "Take care of the butterfly! Do not mistreat it."

Comprehension Check

Summarize

Read "Hope Remains for the Butterflies" again. Fill in your Main Idea Web. Use the web to help you summarize the selection.



Think About It

1. What is the monarch caterpillar's main food?
2. What are the four stages of the monarch butterfly's life?
3. What time of year do female monarchs lay their eggs? What details from the selection did you use to find your answer?
4. Use details from the selection to identify the most important point the author is making on pages 63 and 64.



Write About It

What other animal do you know that migrates?
How is it like the monarch butterfly?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

bright	tried	wait	why
flight	might	away	play
sighed	cry	delight	night

Vocabulary

view	guest	concerns
fault	explore	

Comprehension

MAKE INFERENCES

As you read, ask yourself what is happening in the story. Sometimes a writer does not tell you everything. To make inferences, you use clues in the story plus your own knowledge to figure out what the author does not state directly.

Text Clues and Prior Knowledge	Inference

Use the Inferences Chart as you read "Team Tryouts".

Read

Generate questions and make inferences about the passage.

Team Tryouts

I like the **view** from the stands as a **guest** at school sporting events. But I like playing even more. My friend Riley does, too. We tried out for some teams. Coach Cline tested our skills to decide what team would be right for us.

It **concerns** Riley that she might not make it past tryouts. But Riley runs with long strides. She tries with all of her might.

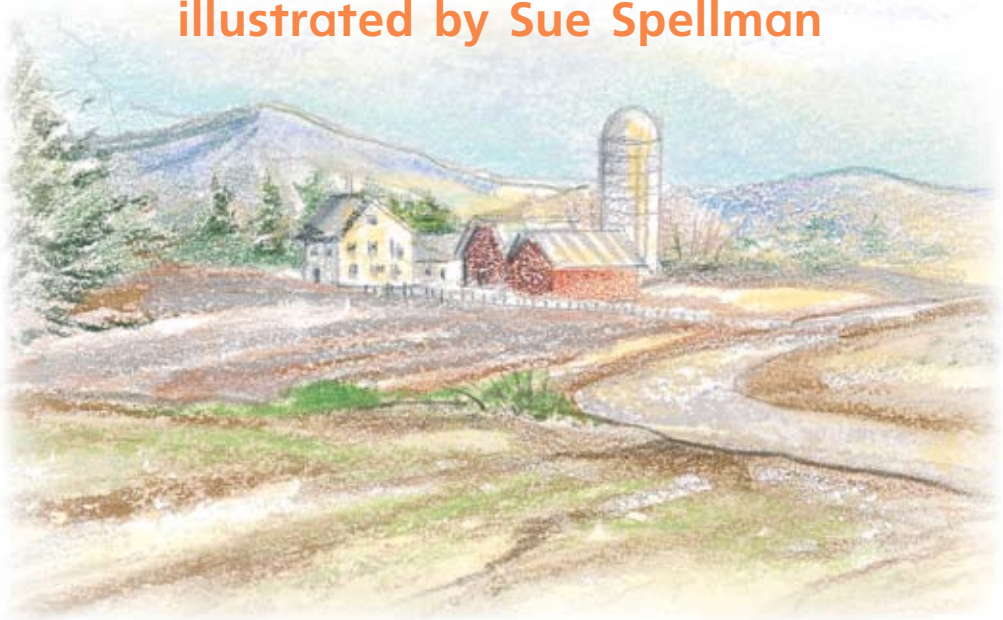
Riley likes to **explore** by trying new sports such as running. She will not cry, sigh, or give up. She knows that many sports might not be right for her. If she does not find a spot on a team, she knows it will not be her **fault**.

Fill out the **Inferences Chart** as you read "Team Tryouts."



Kylee's New Team

by Matthew Peters
illustrated by Sue Spellman



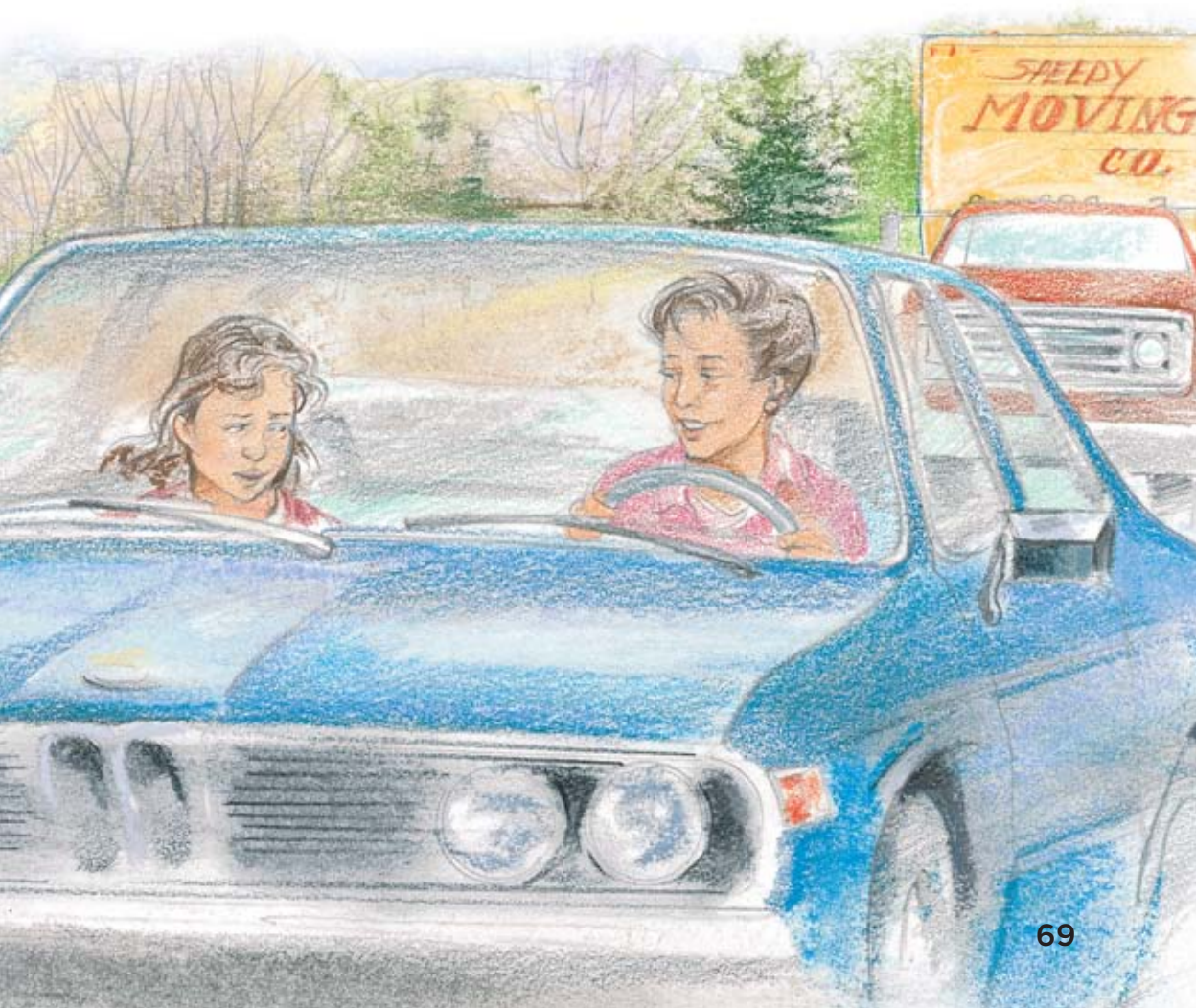
Leaving Home

Kylee sighed at the sight of her new home. This place was unlike her old home in the city. Kylee had lived in the same place for all ten years of her life.

Now Kylee's home was close to her mom's new job. Kylee would miss the city's bright lights. She did not think she would find hobbies to pass the time in such a dull place.

Kylee felt grim. She missed her friends back home. She worried about spending a whole summer alone in this new place. For the first time, she would not be going to basketball camp. Kylee began to cry.

“Cheer up, Kylee, there is endless fun here,” said Ms. Lopez. “You can **explore** the hills and land outside. Wait until you see the **view** from your window!”





Kylee sat on her bed and looked at the view. She had to admit, it was a nice sight. Then there was a tap on the door.

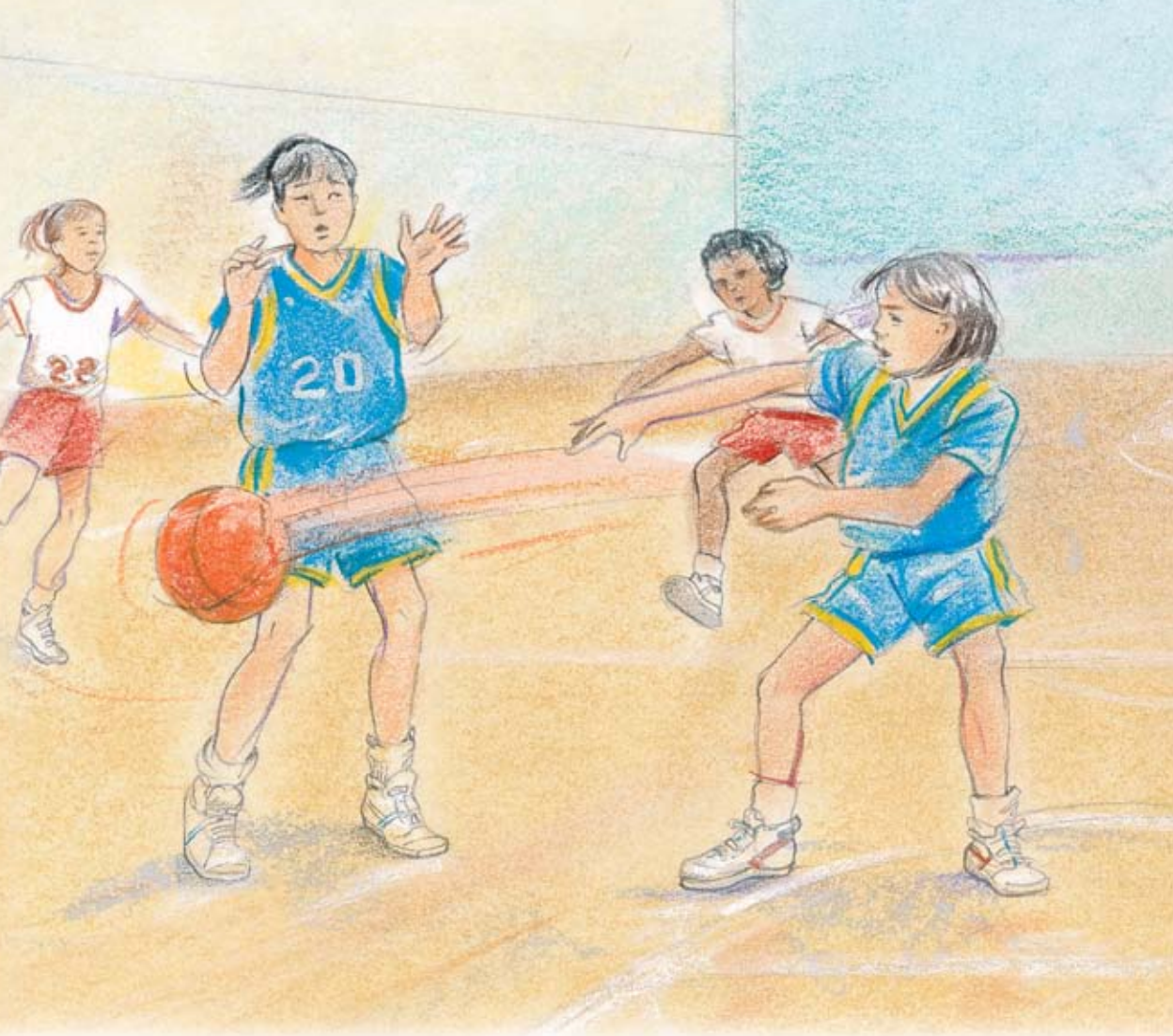
Kylee rushed to greet the **guest**. It was Beth, a girl who lived on a farm beside Kylee's home. Beth was in the same grade as Kylee, and she came to welcome her. The kids began to chat. They liked a lot of the same things. Kylee and Beth quickly became pals that summer.

Then one day in the last week of summer, Beth declared, "Class starts this Friday! I cannot wait for school to begin, can you?"

"I cannot wait either. I want to try out for the basketball team. I miss playing the game," Kylee said.

"Our team is the Titans. We do not win a lot of games," said Beth. "We do not play well as a team. Irene is the best player, but she hogs the ball all the time. It **concerns** the whole team."



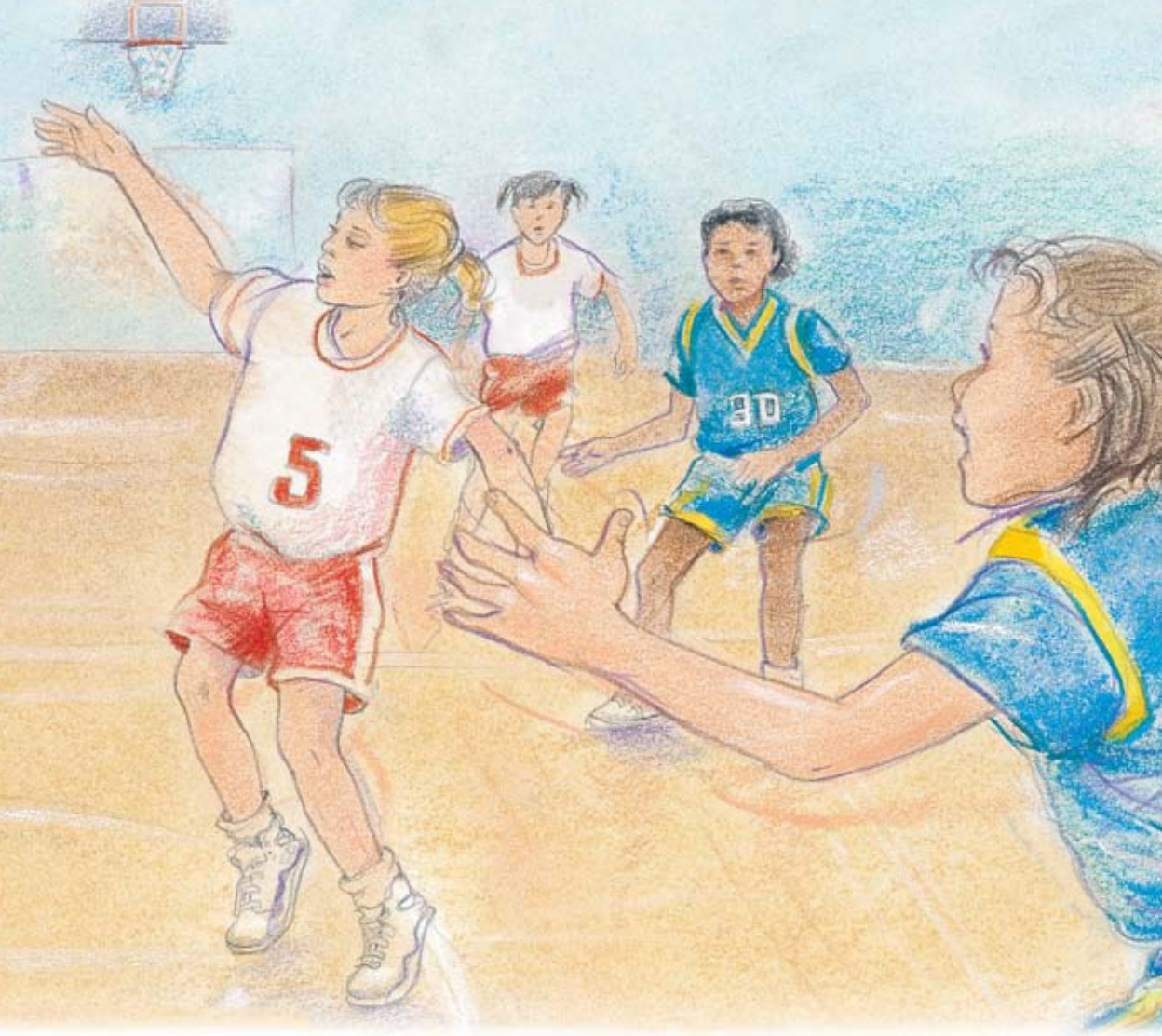


Time for Teamwork

Making the team was easy. But Beth was right. Irene passed to Kylee just twice in five games. The Titans lost many times because of it. Kylee was mad at Irene.

“Kylee, try not to fight with Irene. She can be really mean,” Beth said.

“I played basketball on a city lot with kids twice my size,” said Kylee. “Irene does not frighten me.”



One night at a home game, the Titans could not maintain the lead. Kylee tried to help the team win. Three times, Kylee had a clear shot by the net. But Irene did not pass to Kylee. When she had to pass, Irene made a stray pass to a teammate. It was blocked.

With time running out in the game, Beth passed the ball to Kylee. Kylee made the shot but the Titans still lost. The girls were drained after the tough defeat.



The next day, Coach Cline met with Irene. After they spoke, Irene ran out crying. “This is your **fault**, city kid!” she cried as she yelled at Kylee. It shocked the team.

Coach Cline said, “Kids who will not play *as* a team will not play *on* this team.”

Kylee was glum. Irene might not play again, but it was a mistake to keep Irene off the team. She had to find a way to help Irene stay on the team.

At lunch the next day, Kylee asked Irene why she bullied her. She needed to find out why Irene disliked her.

“My best friend just moved away. You replaced her on the team,” Irene said.

“I am sorry. I miss my old friends, too. But it is crazy if we let that get in the way of winning games. Will you try to play with me?”

Irene nodded. “OK. Do you want to practice passing?”



Two weeks later, Coach Cline let Irene play the last game. With ten seconds left on the clock, the Titans were trailing by one point. Kylee stole the ball. She saw Irene open by the net. Kylee passed the ball to Irene. *Swish!* It slipped in the net just in time.

Both teams had played well. But with teamwork, the Titans had played better.

“Nice game,” Kylee said.

“Nice teamwork!” Irene smiled at Kylee.



Comprehension Check

Summarize

Read “Kylee’s New Team” again. Fill in the Inferences Chart. Then use it to summarize the story.

Text Clues and Prior Knowledge	Inference

Think About It

1. Why does Kylee have to leave her home in the city?
2. How come the Titans do not win many games?
3. Use details from the story to explain why Kylee felt it was a mistake to keep Irene off the team.
4. What did Irene and Kylee have in common? Use details from the story in your answer.



Write About It

Write about a time when you were not getting along with a classmate. Tell about the problem you were having and how you solved it.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

right	pilots	strange	why
reply	price	decide	bridge
judge	stance	space	glance

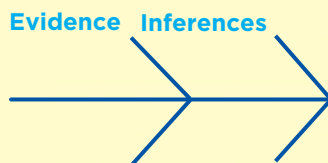
Vocabulary

device	pack	pilots
model	hub	citizen

Comprehension

MAKE INFERENCES Asking questions as you read can help you make an inference.

When you use clues from the story plus your own knowledge to understand something the author does not state directly, you are making an inference.



Use the clues and your own knowledge to make inferences about the characters and events in the story. Record the clues and the inferences you make on the Inference Diagram.

Read

Generate questions and make inferences.

TRIP TO SPACE

Cindy is a member of the space club. Her friends Gene and Ginny are members, too.

The club spent all year learning about **devices** that people use in space. Then they tried to think of things people need that they do not yet have.

The club chose to make a **pack** that helps **pilots** and others breathe in space. The pack would be lighter than the giant tanks people use now. People can carry the pack while they work.

The **model** pack won first place in the contest. Now the club gets to take a trip to a Mars **hub**. Cindy wants to be a Mars **citizen**!

Fill out the **Inference Diagram** for “Trip to Space” with evidence you have generated. Use the evidence and your own prior knowledge to make an inference about Cindy.



Citizens of Space

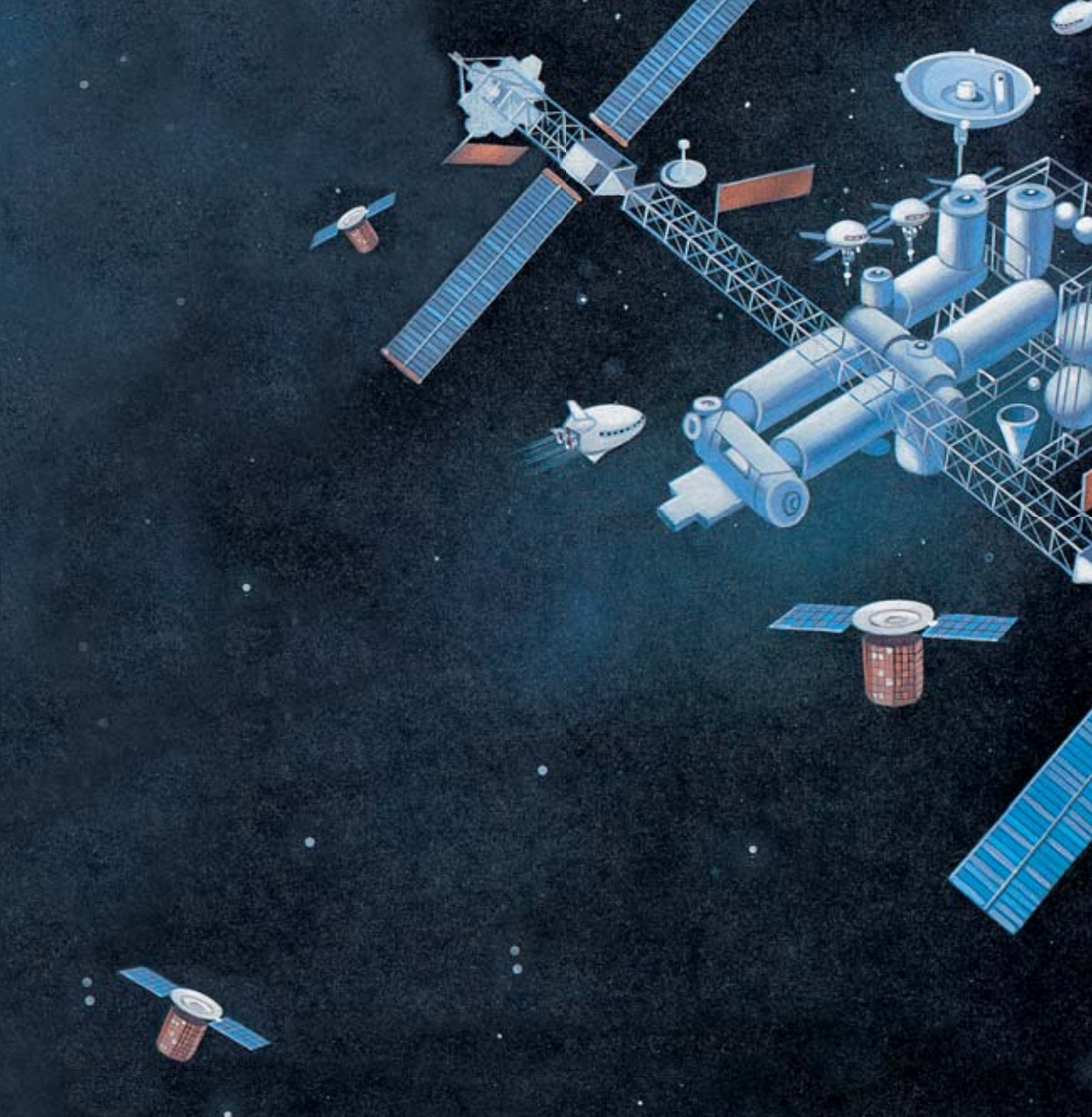
by Keisha Johnson
illustrated by Tom Leonard



Stage One: Blast Off in Space

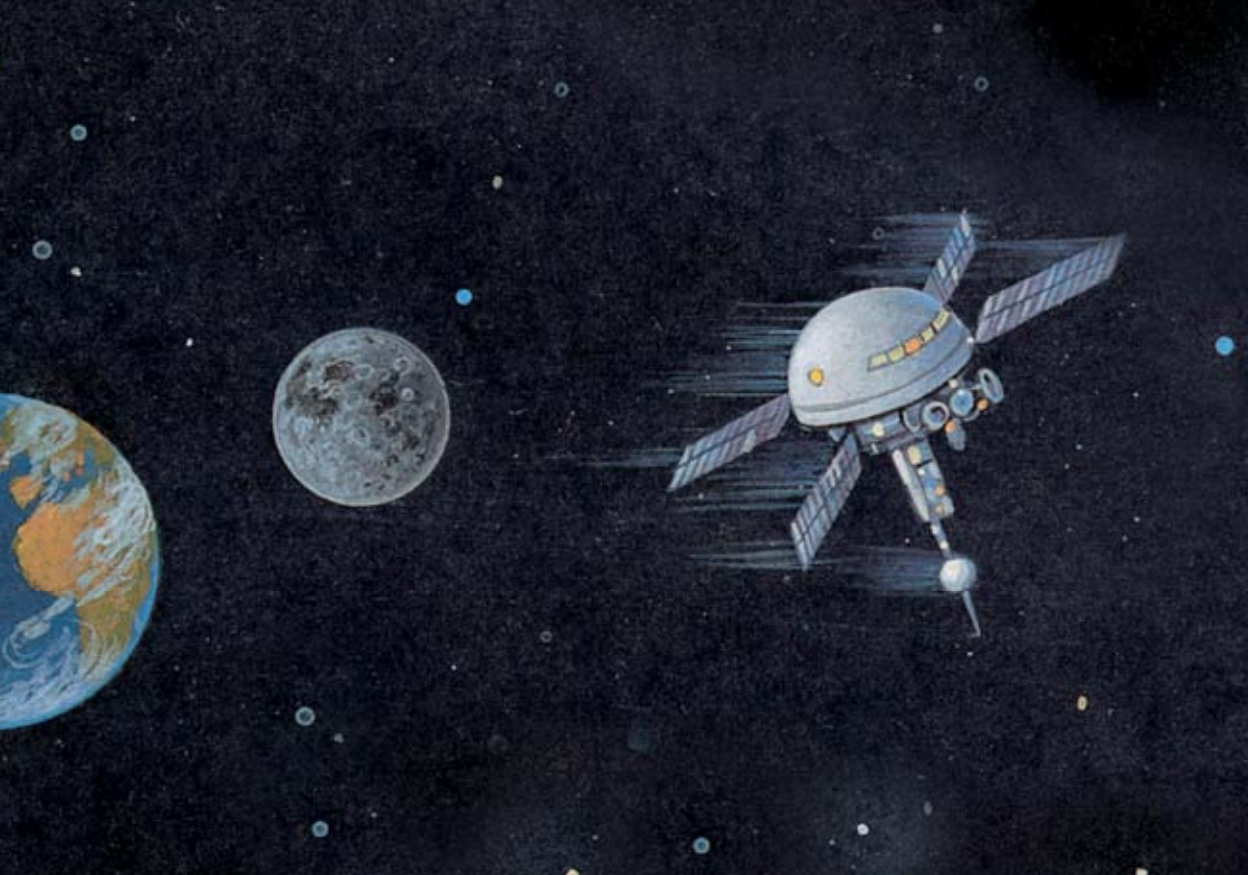
The members of the Center City Science Club are on their way to space! They got a free trip to Mars for their Jet **Pack** 500 invention. The trip will take months to complete.

Right now, their space ship is arriving at a space stop called LF917. The stop at LF917 is brief. The passengers will change to a shuttle. It will fly them to the next space stop.



Cindy gave her friend Gene a shake to wake him. “I’m still amazed that we’re going to Mars,” said Cindy. The rocket engines shifted to slow the ship.

“Look at the LF917 center!” Gene said. “From this view, it looks like a **model**.”

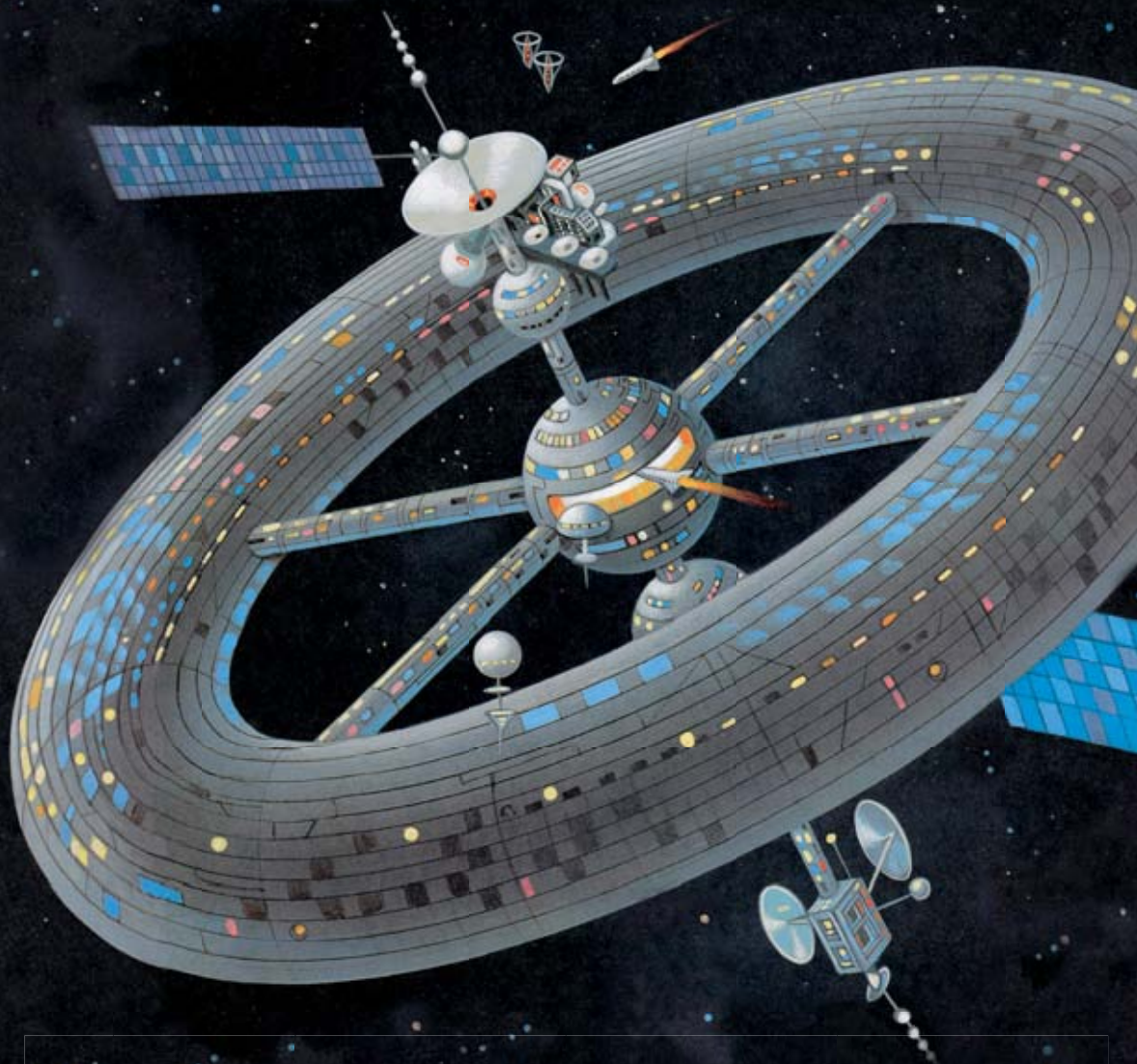


Stage Two: Hub to Deep Space

"I had fun at the LF917 stop," said Cindy. "It was neat that the pilots spent time with our science club."

"The best thing was the map reading contest," added Gene. "We could all locate Mars on the space map. But I was amazed that Ginny located the Hub so quickly."

"And right in front of us is the real Hub," cried Cindy. She had to remind Gene to snap his seat belt. "I can't wait to catch sight of our science club device on display!"



Once the shuttle docked, people crossed a bridge to the Hub's lab. To be certain that visitors didn't get sick in space, they were tested.

"Right after the lab test, I'll send a message home," Cindy told Gene. "I want to tell them about this exciting trip!"

"We have to exercise at the gym, too," replied Gene. "In space, our muscles get less pull from gravity. We need extra work to keep them strong."



After sending her message home, Cindy played space dodge ball with Gene. Next she went to the shops.

There it was! The Jet Pack 500 device her club had taken many tries to invent! It was on the back of a spacesuit. The light Jet Pack 500 replaced the big tanks people had once used.

The shop would open when they got closer to Mars. "In the meantime, people can read the notice," thought Cindy. "It gives the names of club members, and it tells about the prize."



Now Cindy needed to be a good space citizen. Like the rest of her club, she had to help maintain the Hub. She had decided to work in the greenhouse. It was time for her first daily shift.

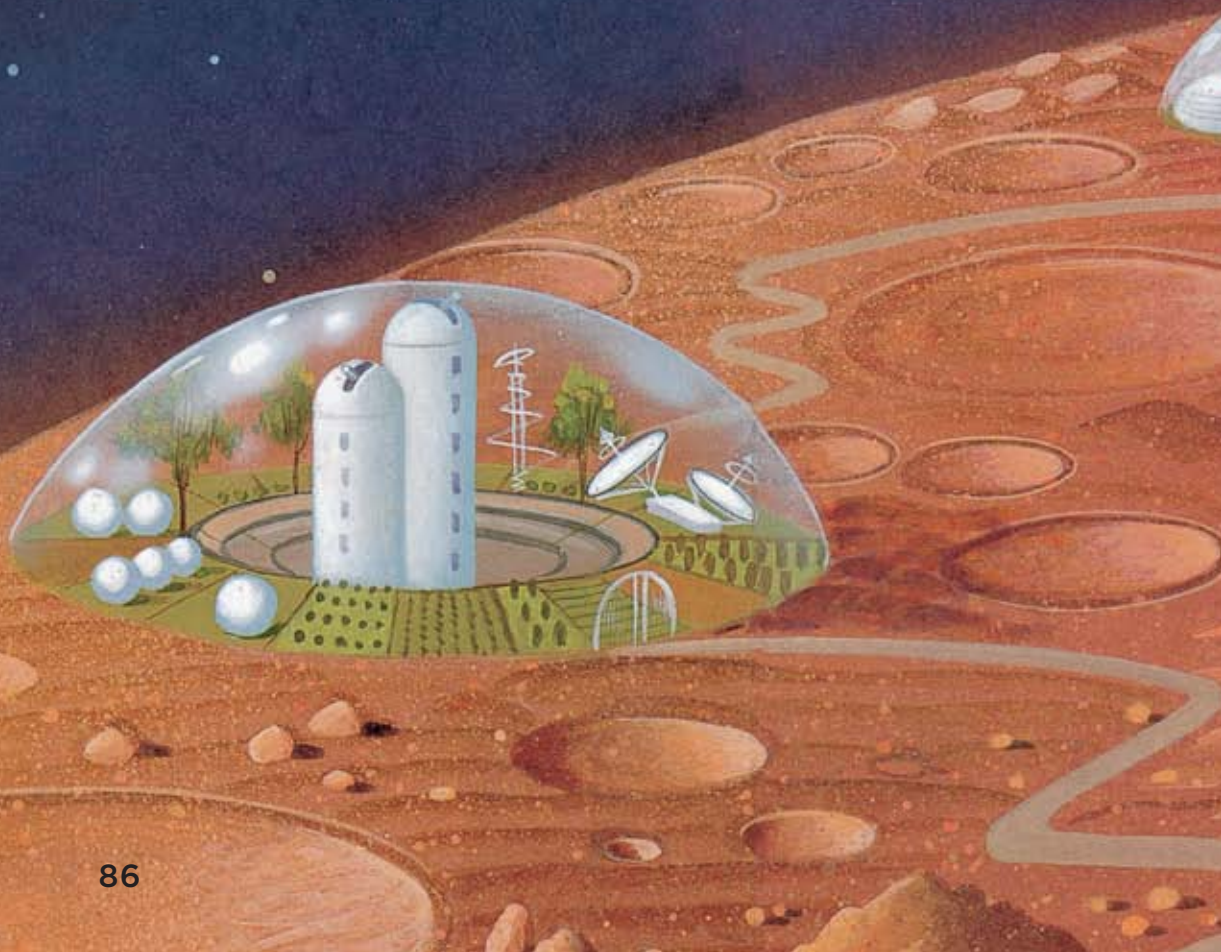
Cindy would then spend time on her long-distance classes. With so much to do, the months on the Hub would pass quickly.

Stage Three: Mars Landing

Cindy and Gene were very excited. At last they were landing on Mars.

“It is easy to see why Mars is called the Red Planet. It’s all red dust and red rocks!” cried Cindy.

“It has ice caps like Earth,” stated Gene.



"I'd like to stay for a whole year to explore Mars," sighed Cindy.

"A Mars year or an Earth year?" asked Gene.

"I'd stay an Earth year. A year on Mars is twice as long. Imagine a school year on Mars!" Cindy joked.





The space shuttle made a gentle landing on the ledge of a big crater. Cindy got her Jet Pack on before Gene and dashed out.

Cindy had to admit that the trip was grand. For the next month, she was a guest of Mars! It truly was the chance of a lifetime!

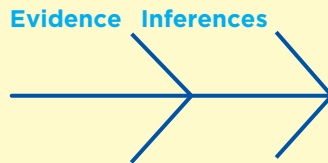
Comprehension Check

Summarize

Read "Citizens of Space" again. Fill in the Inference Diagram. Then use it to summarize the story.

Think About It

1. Why is the Center City Science Club on their way to space?
2. Why do Gene and Cindy have to exercise at the gym?
3. How does Cindy keep busy on the Hub?
4. How will the Jet Pack 500 device make it easier for Cindy and Gene to explore Mars? Use details from the story to explain your answer.



Write About It

How would life on Mars be different from life on Earth?



Skills and Strategies

Decoding

Decode these words. What do you notice about the consonant spellings?

place	races	huge	punch
patches	fetch	switch	chance
lunch	reach	watch	beaches

Vocabulary

protect	prevent	hurricane
calm	shelter	reporters

Comprehension

MAKE GENERALIZATIONS A generalization is a statement made by combining facts from the text with a reader's own knowledge. It can help readers decide if information they read applies in most, a few, or all situations. Clue words such as *none*, *always*, and *usually* can help a reader make a generalization.

Important Information	Generalization

As you read, look for clue words and list the information on a Generalizations Chart.

Read

Make generalizations about hurricanes and about people living through them.

Hurricanes

Watch for changes in the weather! When the winds cease and the birds go silent, a hurricane may be on its way. All might seem calm, but soon wind and rain will combine to make a damaging storm.

Hurricanes start at sea, but nothing can prevent a hurricane from reaching land. People must find shelter to protect them from high winds and drenching rain. Reporters may go to beaches when hurricanes hit. They film the scene so people can see the danger.

After a storm passes, people make sure families have food and clean water. They fetch help as needed and work together to patch up homes and other buildings.

Fill out the **Generalizations Chart** for "Hurricanes." Then look for clue words and decide if the generalizations are valid, or true.



A satellite image of a hurricane, showing a clear eye and swirling cloud bands over a dark blue ocean. The title 'Hurricane Watch' is overlaid on the top half of the image.

Hurricane ***Watch***

by Drew Swift

illustrated by Barbara M. Libby

MIGHTY HURRICANES

Inches of rain drop from the sky. Rain fills homes and highways. Wind rips at trees and homes. People are often left homeless.

Each year, **hurricanes** slam into a stretch of east coast beaches and cities. The wind is fast and races by at a rate of 130 miles per hour.

This is what a hurricane looks like from space.



But what makes it so strong? A hurricane is made up of lesser storms that combine to make a big storm. To take shape, a hurricane needs heat. Hurricane season is during summer and fall.

Weather **reporters** track storms that take shape at sea. They do not know which storms will switch into hurricanes. They will watch a distant storm and tell people when it is a hurricane.

Then each person in a risk zone is asked to leave the state. This saves lives.





Merchants try to **protect** their homes and shops before leaving them. Outside items, like bikes and trash cans, are taken inside so they will not blow away. Boards are nailed on each window so that the glass will not be smashed.

After the home is finished, people must be quick when they get set to leave. It is not safe to wait to leave. Wind and rain can make it hard to drive when a storm has reached land.



Workers put up boards to cover windows.

When it is time to leave, people pack up their pets. Pets cannot protect themselves in such a big storm. It can take days for a storm to pass, and pets cannot be left alone. Pets need help to stay safe.

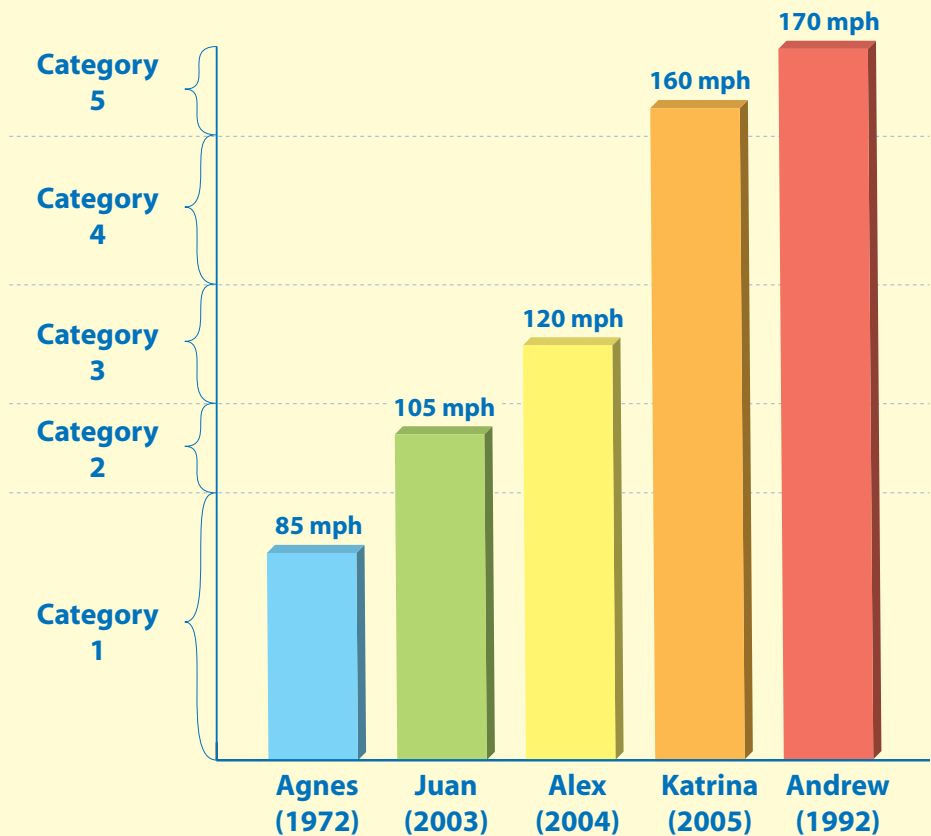
People must drive to safe places. Hotels that are not close to the storm will have many visitors. Some people will stay in a **shelter**. These hubs, or safe places, are set up for people to sleep in until the storm has passed.



If there is not much time to leave, people must always stay inside their homes. When the storm hits, people and pets must stay away from glass.

The wind can make the lights go out. It is a fine plan to have a flashlight. A good idea is to keep a first aid kit, food, water, and blankets on hand.

Wind Speeds





Rough waves from Hurricane Felix get close to homes on the beach.

HELPERS AND A BIG STORM

When the storm hits, huge waves reach the beach. Waves may rise over and drench the tops of shops and homes. They can be 100 miles wide.

In an instant, wind and waves ram down things in their paths. Many homes can be carried away by flooded rivers. The wind can yank up a tree by its trunk and drop patches of branches in many places.

Inches of rain can change into feet of rain in no time at all. Beach homes catch a lot of sea water.

As the storm reaches land, it gets weaker. The storm can get so weak that it stays in the same place for a long time. When that happens, too much rain is dumped in that place. Creeks swell until they cannot hold all of the water. Then the water reaches land and spills onto streets.

This is the aftermath of a hurricane in Miami, Florida.

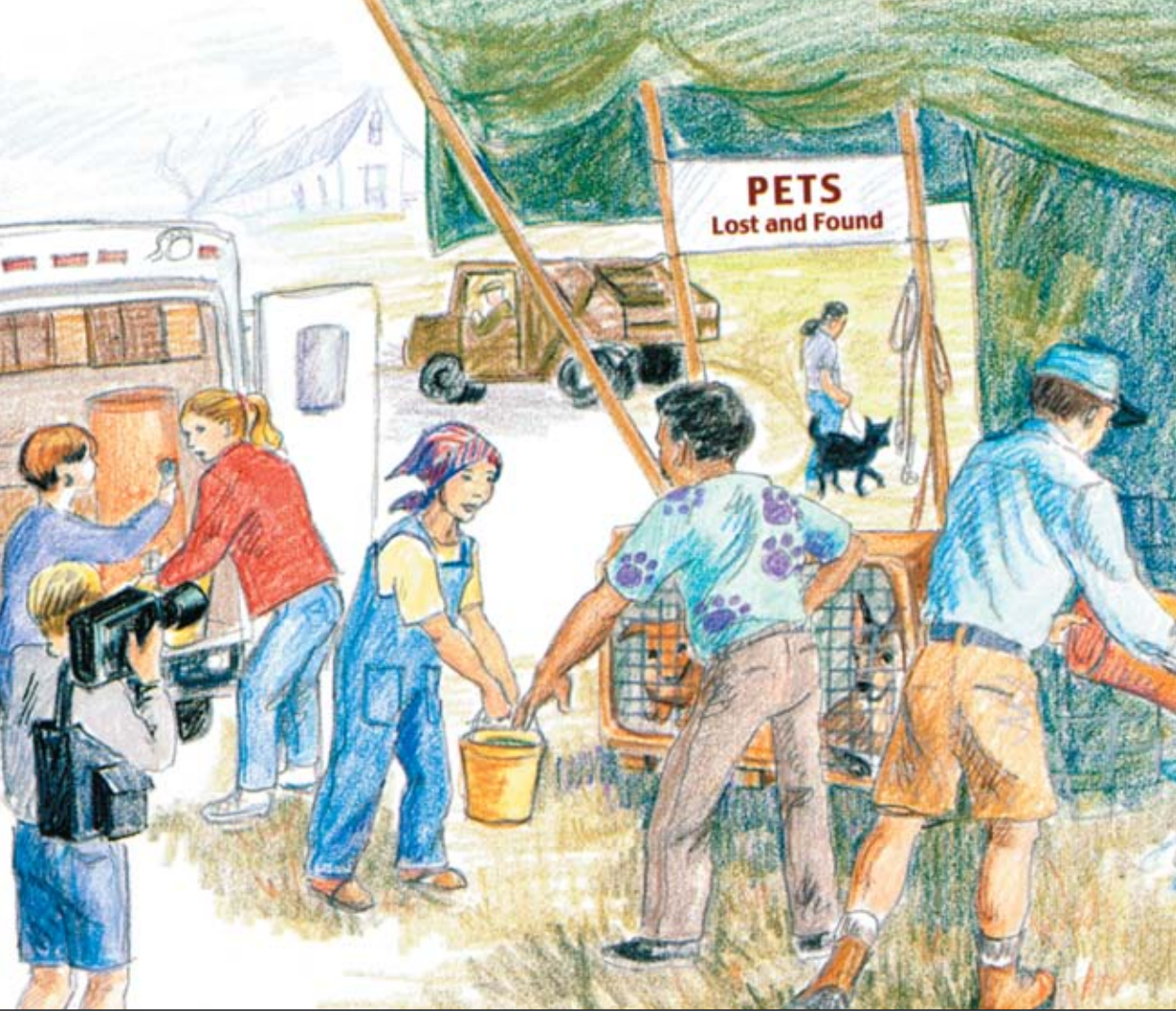




After a hurricane has left, cities need help. People who fled the storm can come home. But sometimes homes cannot be lived in unless they are fixed. People are glad to have help from many places.

Helpers find food and shelter for those in need. They search for missing pets and **calm** them.





Volunteers are usually needed to help with a lot of things. Fences need to be fixed and glass needs to be replaced. Trees are replanted. Helpers find homes for lost pets. Good citizens let friends stay as guests until their homes are fixed.

There is no way to **prevent** a hurricane. People can help by getting help before and after each storm surfaces. When people work together, damaged places can be fixed.

Comprehension Check

Summarize

Read "Hurricane Watch" again. Fill in the Generalizations Chart as you read. Then use it to summarize.

Important Information	Generalization

Think About It

1. When is hurricane season?
2. Why must people pack up their pets before a hurricane hits?
3. What happens when a hurricane hits land? Use details from the text in your answer.
4. Why is it important for people to both prepare for and help after a hurricane? Use details from the text to explain your answer.



Write About It

In your town or city, what are some ways that people help one another every day? Explain your answer.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

ditch	foe	snow	cheek
groaned	pillow	go	doe
floated	roamed	changed	scold

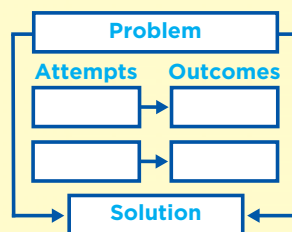
Vocabulary

phase	honor	fetch
shepherd	simple	polite

Comprehension

PROBLEM AND SOLUTION

Attempts that a character makes to solve a problem often form the events of a story's plot. Identifying the problem, and how the main character solves it, can help you summarize a story.



Use the Problem and Solution Chart to help you find the problem, attempts made to solve it, and the solution.

Read

Identify the problem and solution.

The Princess's Goal

Joan was in a jam. Joan's friend, the princess, was sick of being solo at this **phase** in her life. She asked Joan for help finding a man to marry. Joan wanted to **honor** her friend's wish, but she did not know how.

One day, Joan went to **fetch** water at the local well. As she loaded the bucket, Joan met a **shepherd**. He noticed that Joan was upset and asked if he could help. Joan told him the problem.

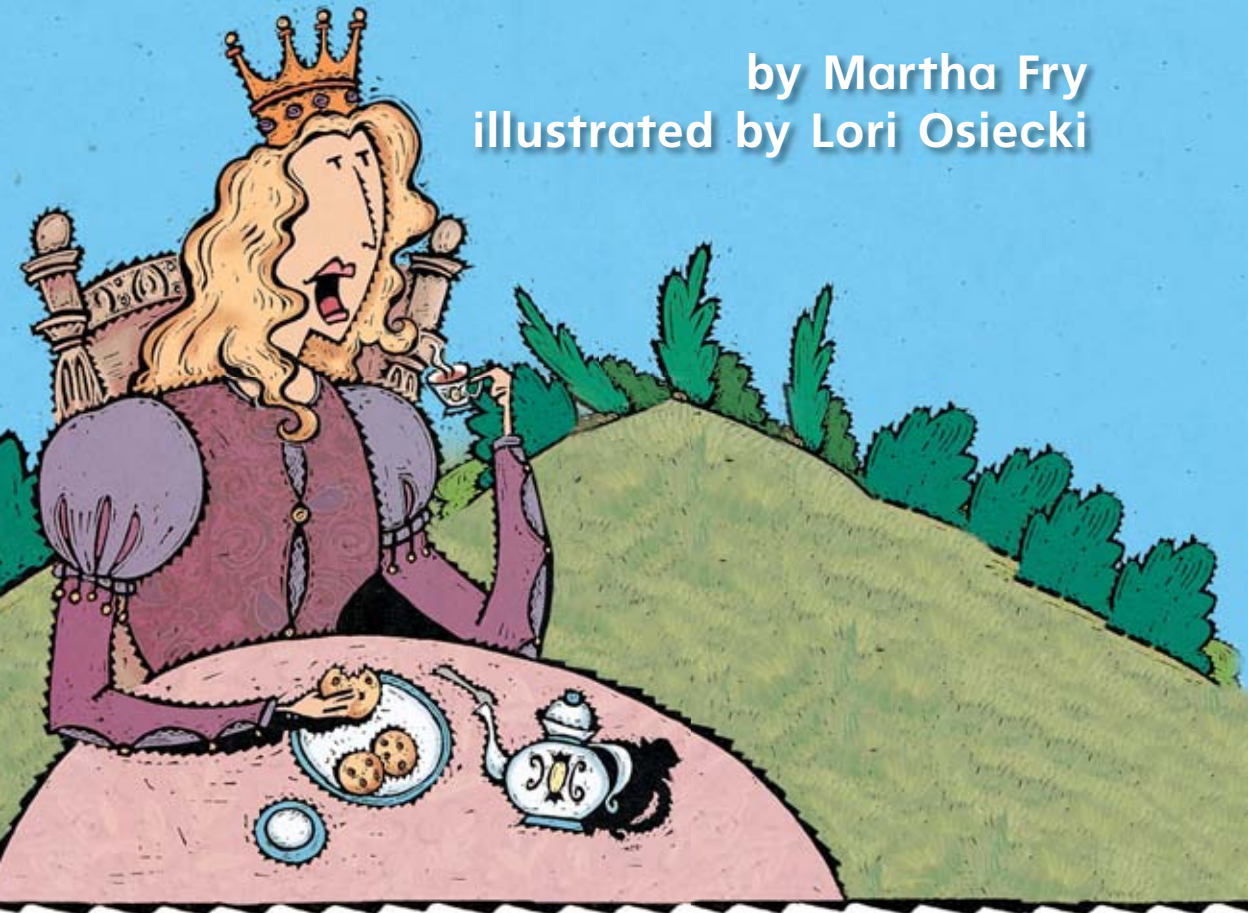
The shepherd told Joan that, with a kiss, a **simple** toad might change into a prince. Joan thanked the **polite** shepherd and went to tell the princess.



Fill out the **Problem and Solution Chart**. Then use the chart to identify the problem and solution in "The Princess's Goal."

A Road to Happiness

by Martha Fry
illustrated by Lori Osiecki



A long time ago, there lived a **polite** and kind princess named Rose. When she was a child, her life overflowed with happy times. Now she was grown and waiting to be queen. But Rose couldn't find love.

Each night before bed, she would have tea and toast. Then she'd blow out the light and cry into her pillow. So far, she had met no prince she liked.

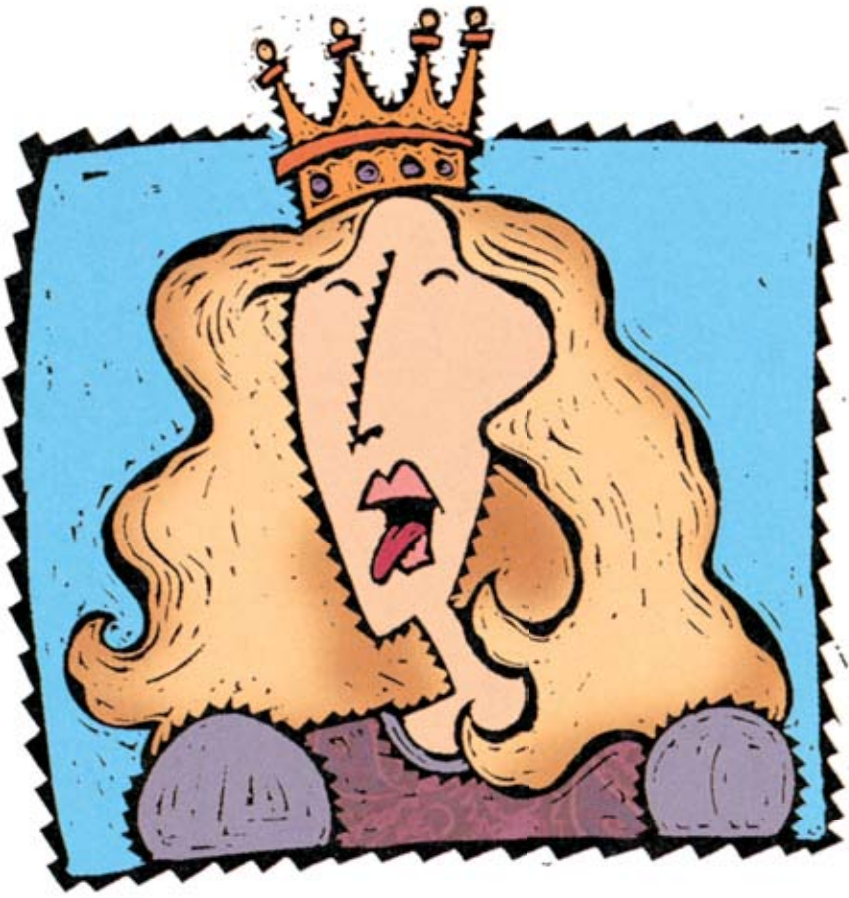
Joan Tries to Help

When Rose was upset, her pal Joan felt upset, too. But Joan had a plan to make Rose happy. "You haven't tried kissing a toad yet." Joan lifted a bowl with a toad inside.

"I don't think so!" Rose croaked.

"Don't you know the tale of the toad prince? A rich prince became selfish and mean. People began to say, 'He is such a selfish toad!' And he soon became a toad!"



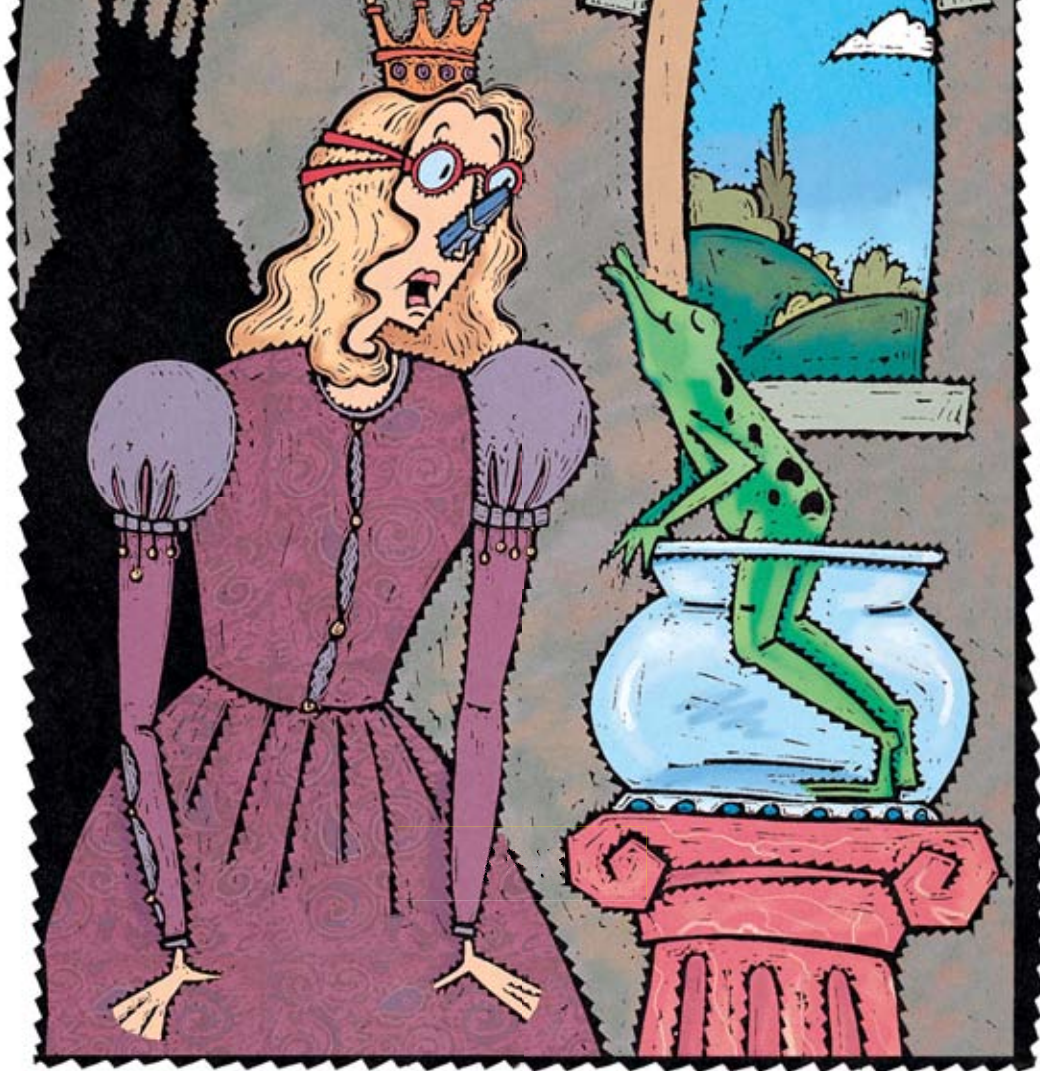


“Time passed,” Joan continued. “A kind princess chose the toad as a pet project. She treated him well. He slowly became a good toad. One day, the princess kissed him lightly. The toad blinked twice and became a prince again!”

Rose looked at Joan’s toad. Then she made a face. “I just can’t make myself kiss a toad.”

“Rose, you must be grown-up about this,” said Joan. “Think of your goal.”

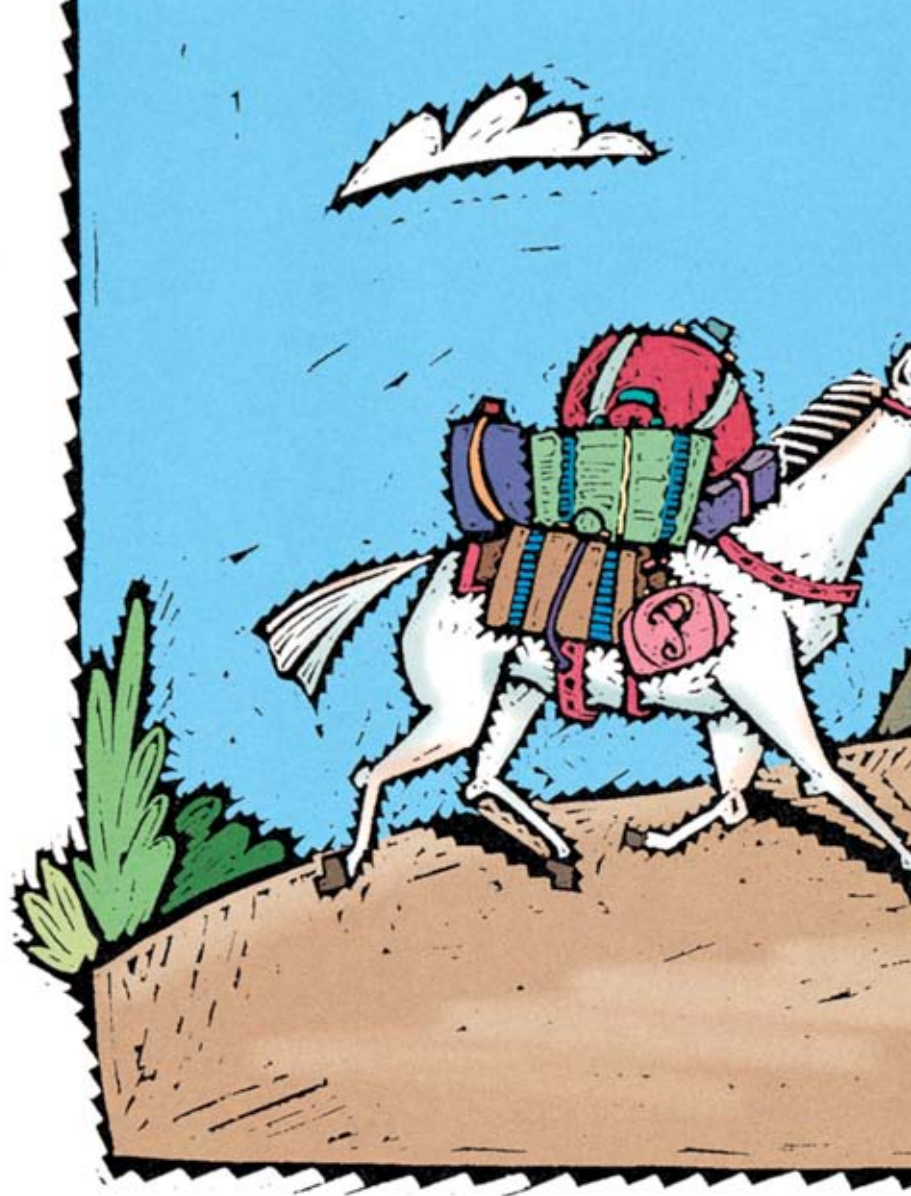
“I’ll try,” sighed Rose. “First, go get my lip gloss. I need an inch coating on my lips. And **fetch** me soap and water.”



Joan brought lip gloss, soap, safety glasses, and a clip for Rose's nose. Rose approached the toad. He stretched out from his glass globe and smiled.

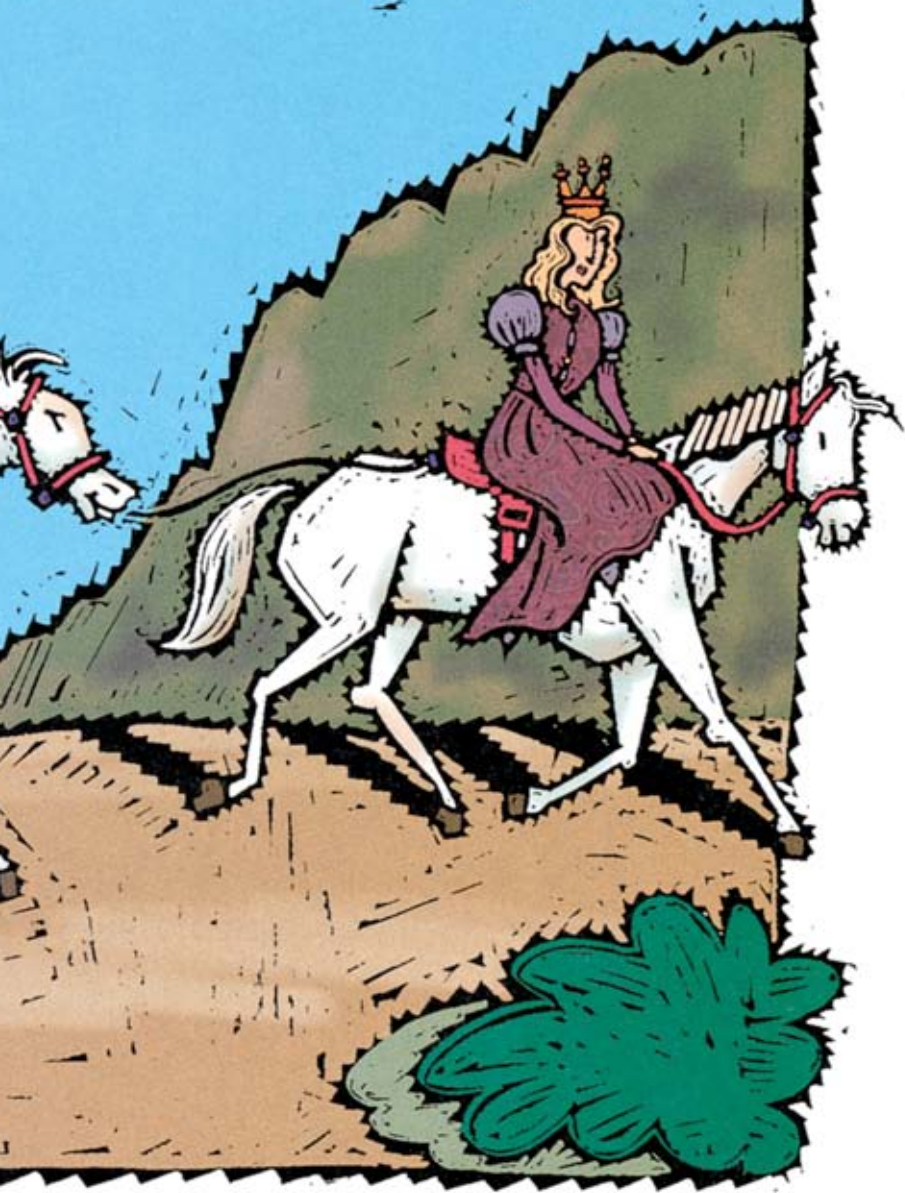
"Okay," thought Rose, "it's *show time*." She kissed the toad. Rose sighed. It was still a toad. She and Joan went to see the Queen.

The Queen said, "Don't cry, Rose. This is just one **phase** in your life. Someday you will meet the right prince."



Rose groaned, “I don’t want to wait. I must seek my prince. I’ll travel the kingdom, looking high and low. I’ll begin right away.”

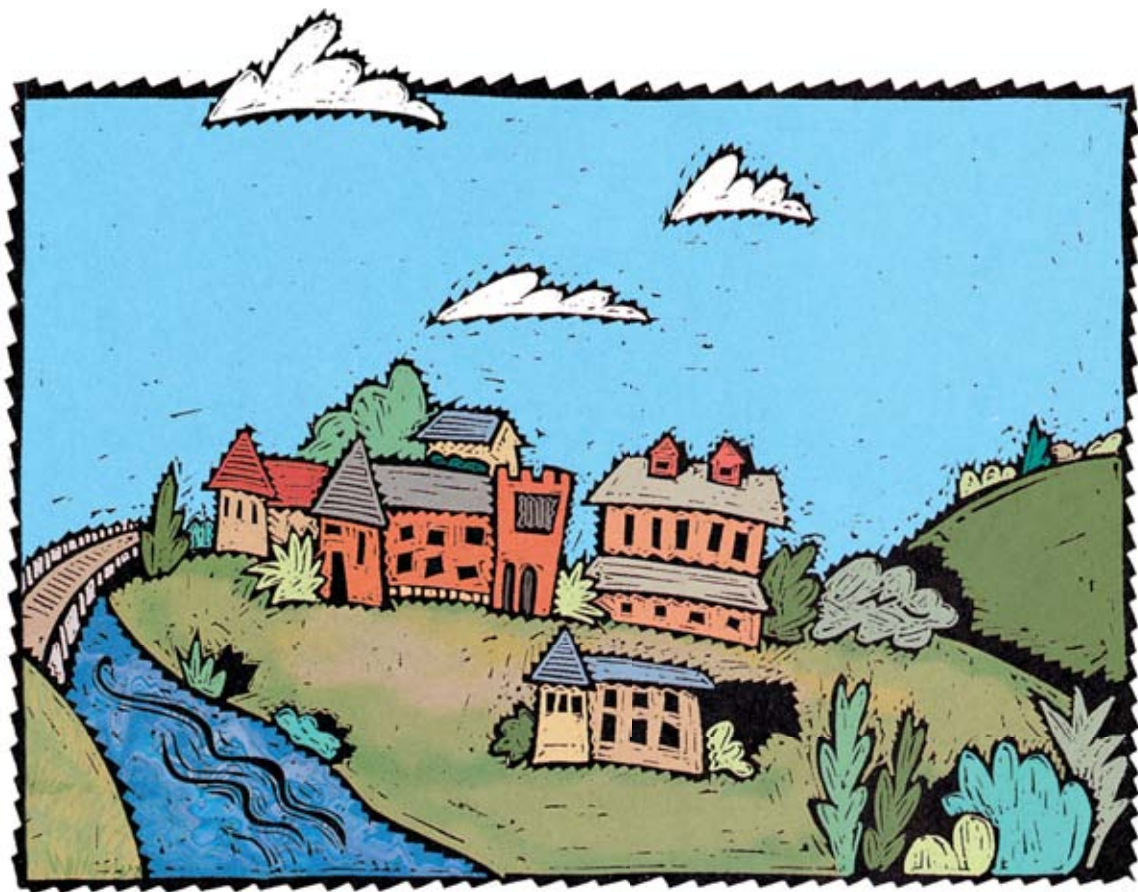
Rose packed the most basic needs and loaded up Patch. Before the rooster crowed the next day, Rose hopped on Polo and left home.



The princess rode past local villages. For many days and nights, she rode high up in the hills. She saw nice sights.

A week later, she roamed into lowlands. She saw a slow-flowing river, oak trees, and old homes.

“This seems like a nice place to rest,” she said.



A Kind Shepherd

Rose met a man tending sheep. He said, "Hello, your highness. My name is Toby.

"You must be tired and hungry. Will you **honor** me by eating lunch with me? I have roasted vegetables, crisp toast, and iced tea."

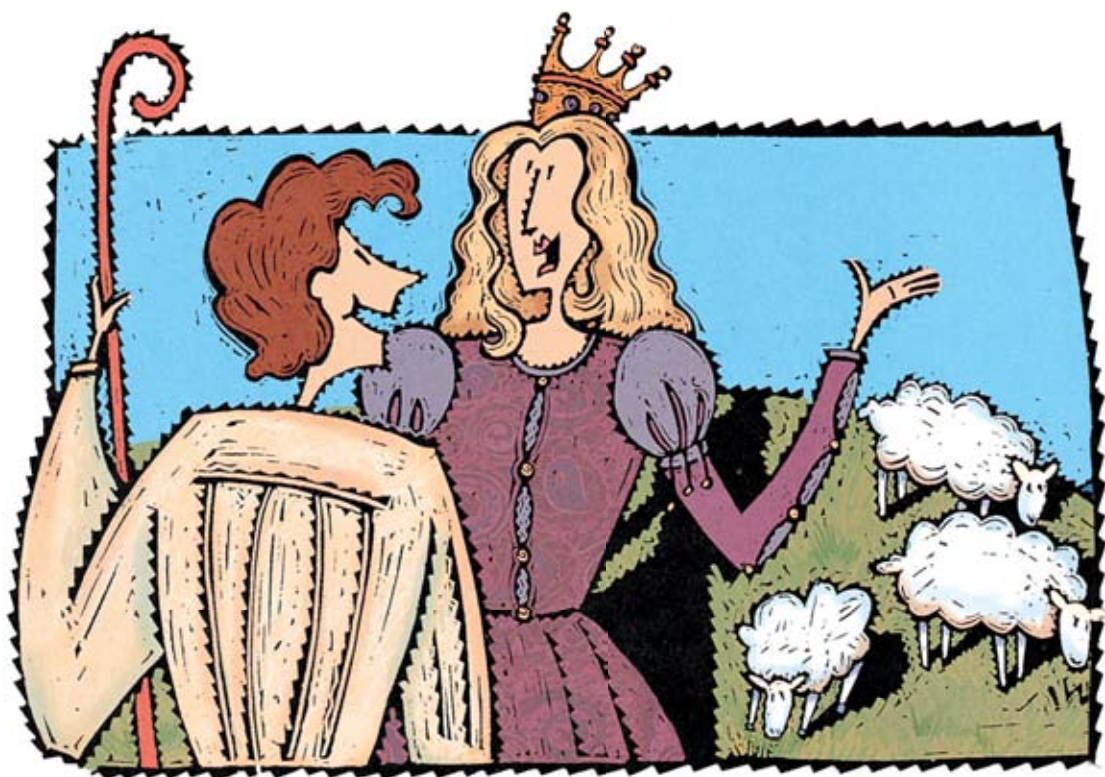
The princess didn't think twice. "I have been on the road a while. I am a bit hungry. You are kind, Toby."

Toby gave her a very big smile. They sat on a patch of grass and ate.

The **shepherd** and the princess chatted. Toby showed Rose the best way to herd sheep. “I like this job. Thanks for showing it to me,” the princess said. “You are kind, Toby,” she said for the second time. Toby gave her a second big smile.

“My throat is a bit dry,” said Princess Rose. “Can you lend me a cup to get stream water?”

Toby got his goatskin bag. He dunked it into the stream and handed it to Rose. “That was kind of you, Toby,” Rose said. Toby grinned a huge grin, and Rose heard a big *pop!*





Toby was no longer a shepherd. He was now a prince. He said, "Because I had been an unkind and greedy prince, I was made to live a **simple** life and do kind deeds. Once I did three kind acts in a single day, I could be a prince again."

"I have found a prince of a fellow!" cried Rose.

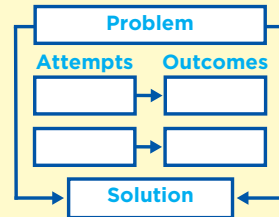
Rose led the way back home. She was thrilled to tell Joan about the events. Soon wedding bells rang, and Rose and Toby sat on thrones as Queen and King of the land.



Comprehension Check

Summarize

Read "A Road To Happiness" again. Fill in the Problem and Solution Chart. Then use it to summarize the story.



Think About It

1. What problem did Princess Rose want to solve?
2. What was the first way that Rose tried to solve her problem? Did it work? Explain.
3. What were the three kind things that Toby did for Rose? What was his reaction each time Rose thanked him?
4. How were the toad prince in Joan's tale and Toby the shepherd alike? Use details from the story to support your answer.



Write About It

Think about a time when you had a simple problem to solve. Describe the problem and the way or ways you tried to solve it. Did you solve the problem on your own, or did someone help you?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

town	goat	toast	crown
outside	toe	ground	proud
cloud	plow	pound	brow

Vocabulary

scour	result	rescue
drift	foundation	famous

Comprehension

SEQUENCE A sequence of events is the order in which things happen. As you read, look for signal words, such as *first*, *next*, *then*, and *later* to help you identify the order of events.

Event
↓
↓
↓

Use the Sequence Chart to place the events in “How Do Dogs Help Us?” in order. If signal words are not present, look for other clues in the text to determine the sequence.

Read

Identify the sequence of events.

How Do Dogs Help Us?

Long ago, people found that dogs could **scour** an area for lost people. When a dog found someone by scent, it crouched down and howled for help.

As a **result**, people began to train dogs. Saint Bernards learned to **rescue** people trapped in snow **drifts**. These dogs would dig holes and use their mouths to grab victims and free them.

A **foundation** was begun to help Saint Bernards. We should be proud of these **famous** dogs.

Fill in the Sequence Chart for "How Do Dogs Help Us?" Then use those events to summarize the story.



Saint Bernards

Saving Lives in the Mountains



by Josephine Nolan



An old path runs through Alpine hills, high up in the clouds. It twists between trees and stones. This is the path that leads to Saint Bernard's Abbey. The Abbey, founded in 980 A.D., is still home to dogs that save lives.

Found

For hundreds of years, people have needed this path to get to the next town. But storms happen all year in the Alps. When they hit, the path becomes slick and not safe to pass.

At times, big sheets of snow make it hard to see the ground. Many people have strayed off the path or were trapped in a **drift** after an avalanche. If they got hurt, they had to wait helplessly to be located.



The Alps Mountains stretch across seven countries.



Saint Bernards have a keen sense of smell that helps them find people.

But they didn't have to wait long. There was hope. Monks and their dogs made a home on that hill. It was their job to help. After each storm, they'd go out to find missing people. Starting in 1660, these dogs have bravely tracked down lost people to **rescue**.

What makes them so good at tracking? These dogs, mostly red, brown, and white, have wide chests that act like plows. Their wide paws act like snow shoes, keeping them on top of the drifts. The fat below their skin and their thick fur trap in heat and let them stay out in cold air.



How did they do it? Monks trained the dogs to work in teams. First, one dog picked up the scent of someone in trouble. Then that dog calmly sat close by to keep the person warm. The other dog quickly ran to the Abbey to alert the monks.

Today, Saint Bernard dogs still use their noses to find lost people. The dogs' fame has reached countless places.



Monks trained Saint Bernards to sit beside trapped people. The heat from the dogs would warm the people until the monks came.



Barry: A Top Dog

Barry is the most famous Saint Bernard. He lived with the monks about 200 years ago. Barry showed honor and skill as a rescue dog.

Barry had fine hearing. He could detect the sound of a person's breathing deep within a snow drift. Many people were saved as a result.



Dogs never carried anything around their necks in rescue work. They pose with the barrel for tourists.



Saint Bernard dogs can carry and pull heavy things—even people!

One time, Barry went out after an avalanche. Ice and snow slid down the hillside. It fell everywhere, making everything slippery. A moment later, Barry sprinted off to a spot and began to dig.

Barry found a boy inside a big drift. The boy was chilled to the bone, but he was alive. Barry had fetched him just in time!





Some tales say that Barry carried that boy on his back. Others say that he gripped the boy in his mouth and dragged him to safety. No matter how he did it, Barry had saved a child's life. In his lifetime, Barry saved 40 lives.

People who were helped in the hills by the monks and Saint Bernards were thankful.

Barry was such a well-known Saint Bernard that the breed is sometimes called the "Barry Hound."



Now, a road runs down and around the hills where the Saint Bernards lived. People can drive safely and haven't needed the dogs as much.

In recent times, the monks could not pay to keep the dogs. They asked nearby towns to help out. People gratefully gave money as a way to thank the dogs. "The Barry **Foundation**" raised the funds needed so that the monks could keep the dogs!

Saint Bernards can cost more than \$1,000 because of the high demand for the breed.

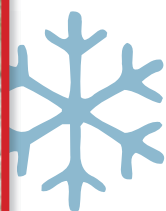




The dogs still **scour** the hills for people in trouble. Beyond the hills, the Saint Bernards' fame has grown. They have been watched in films and on TV. Saint Bernards are now in high demand as pets around the globe.

Thanks to the Saint Bernards, thousands of lives have been saved on those Alpine slopes. There is no doubt about the impact these heroes have had.

Each year, people visit the Alps and see the Saint Bernards.



Comprehension Check

Summarize

Read "Saint Bernards: Saving Lives in the Mountains" again. Fill in the Sequence Chart as you read. Use it to summarize the selection.

Event
↓
↓
↓

Think About It

1. What makes Saint Bernards especially well-suited to working in the snow? Use information from the selection in your answer.
2. When rescuing someone in trouble, what sequence of steps did a team of two dogs perform?
3. Why was the dog named Barry so famous? Use details from the selection to explain your answer.
4. Which of the Saint Bernards' traits do you think makes them such popular pets?



Write About It

Why is traveling in a snowstorm so dangerous?
Describe several things that people can do to
lessen the risks of traveling in winter.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

smooth	true	proof	flew
loose	balloon	outline	grew
ground	blooming	brown	shampoo

Vocabulary

provide	recognized	activity
approached	details	bestow

Comprehension

PLOT, CHARACTER, SETTING

The structure of a story is made up of plot, character, and setting. The setting is where and when the story takes place. The characters

are the people or animals in the story. The plot is the series of events that occur, including the problem and the steps characters take to solve it.

As you read, you can use a chart to help you keep track of the people, places, and events in a story.

Character	Setting	Plot

Read

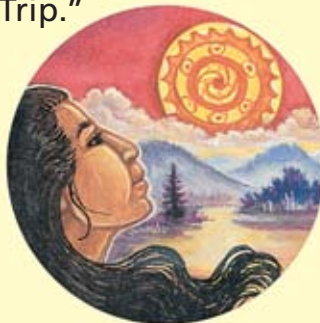
Identify the plot, characters, and setting.

Cloud Chaser's Trip

Moon Shadow and Cloud Chaser were best friends in a small village. The village **provided** them with a school, plenty of food, and everything they needed. Moon Shadow and Cloud Chaser played until noon and told tales beneath the moonlight.

But one day, Cloud Chaser **recognized** that he did the same **activity** each night. So he decided to leave the village to boost his mood. He **approached** Moon Shadow and told her the **details** of the trip he had planned. Cloud Chaser told Moon Shadow he would be home soon and would **bestow** a gift upon her. He scooted down the path and left the village.

Fill out the **Character, Setting, and Plot Chart** for "Cloud Chaser's Trip."





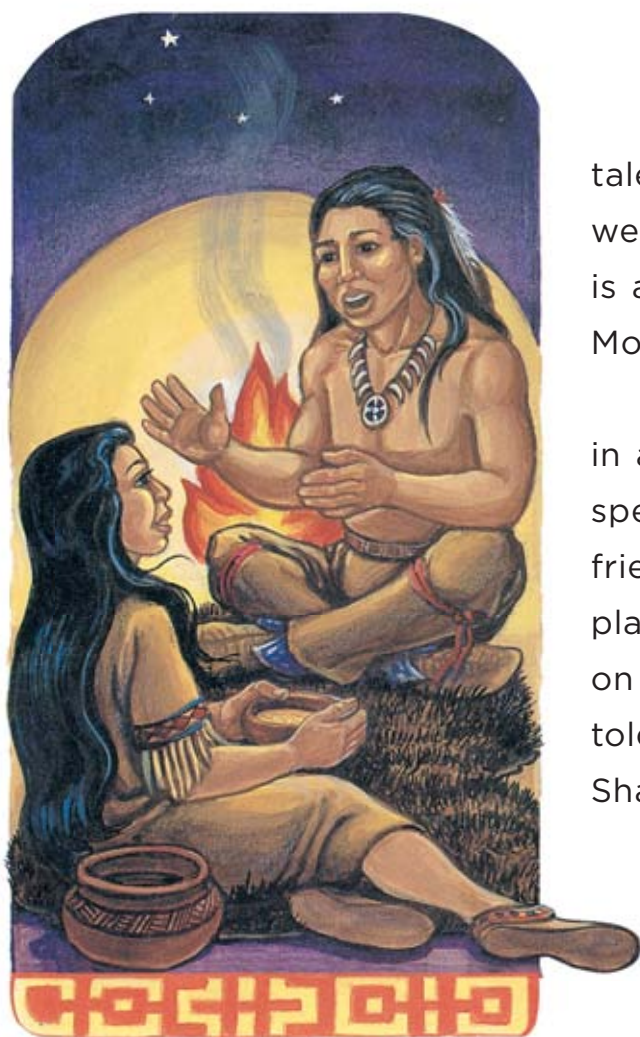
A Gift for Moon Shadow

written by Richard Cole
illustrated by Dorothy Sullivan

The Big Trip

A Native American tale tells of an old wedding custom. The tale is about a woman named Moon Shadow.

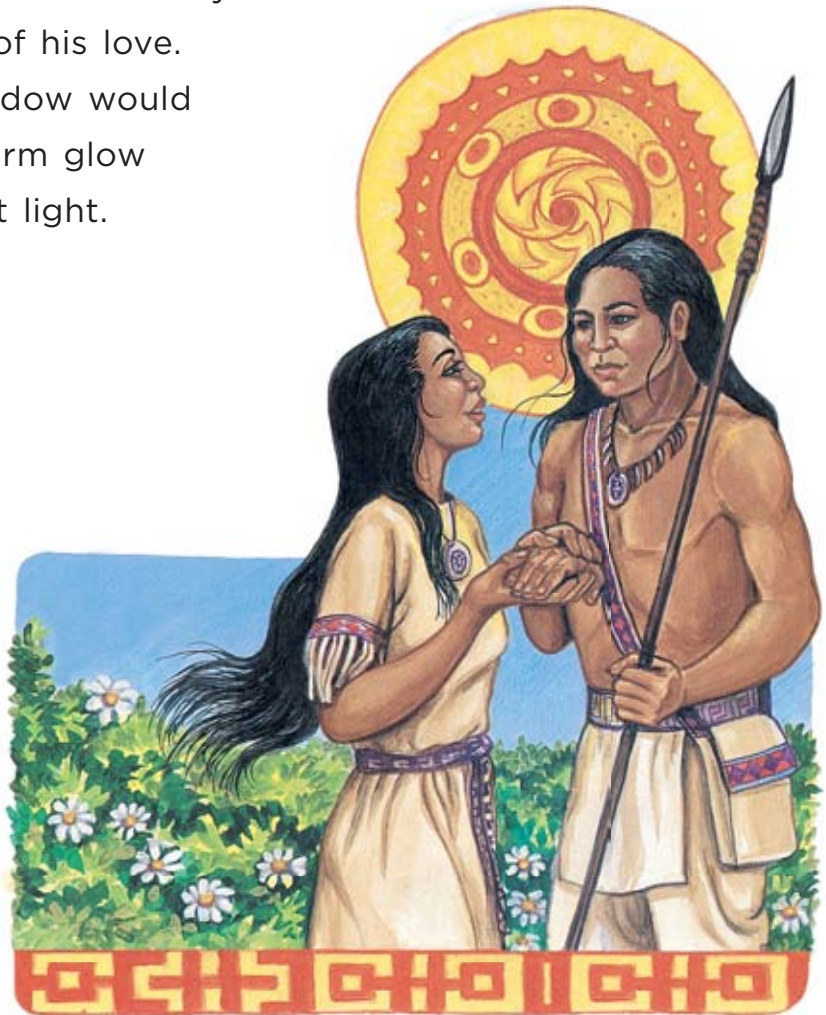
Moon Shadow lived in a quiet village. She spent each day with her friend Cloud Chaser. They played games and went on hikes. Cloud Chaser told nice tales, and Moon Shadow liked to listen.

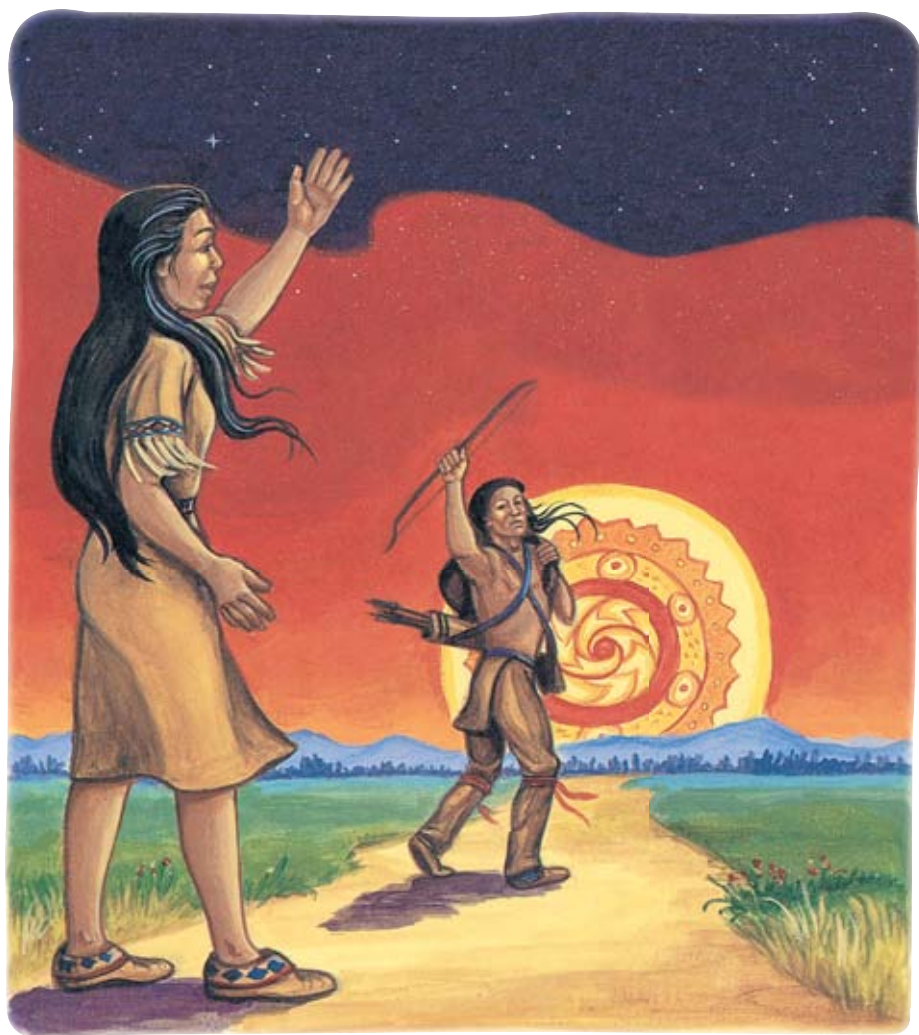


When Moon Shadow and Cloud Chaser grew up, they chose to be married. In their village, a man brings a woman a gift before their wedding. The gift shows the richness of his love.

“I will leave tomorrow and fetch a gift for you.” the groom-to-be told Moon Shadow. He planned to **bestow** her with the sun as a gift.

Cloud Chaser hoped that the sun in the blue sky would be proof of his love. Moon Shadow would like its warm glow and bright light.





“I will wait at the end of the road and watch for you,” she said. “I know you will find what you are seeking.” She waved to Cloud Chaser as he walked away from the village. Moon Shadow hoped that Cloud Chaser would be home soon.

Cloud Chaser’s mood picked up. He thought about how glad Moon Shadow would be when he gave her the sun. “It will warm her skin when she is cool. It will **provide** light and keep her happy. She will value it.”

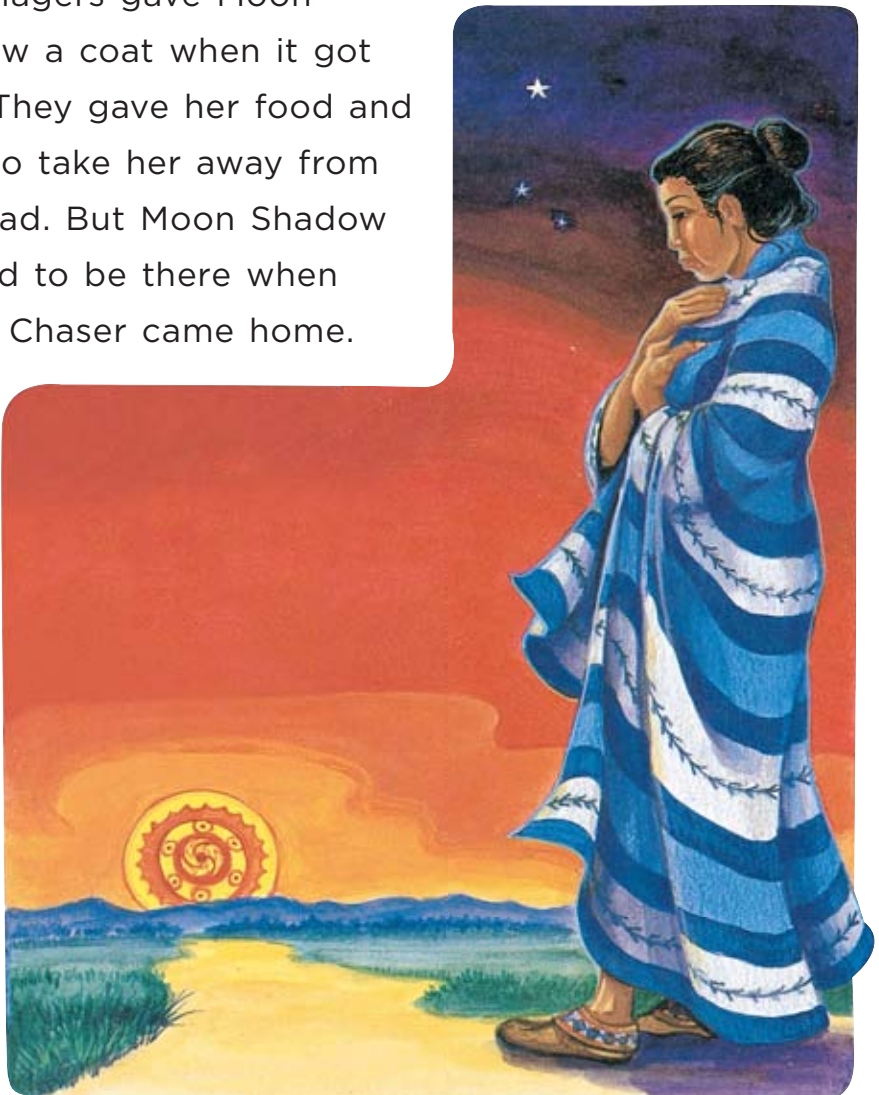




Moon Shadow kept her promise. She watched the road each day until the moonlight replaced the sunlight in the sky.

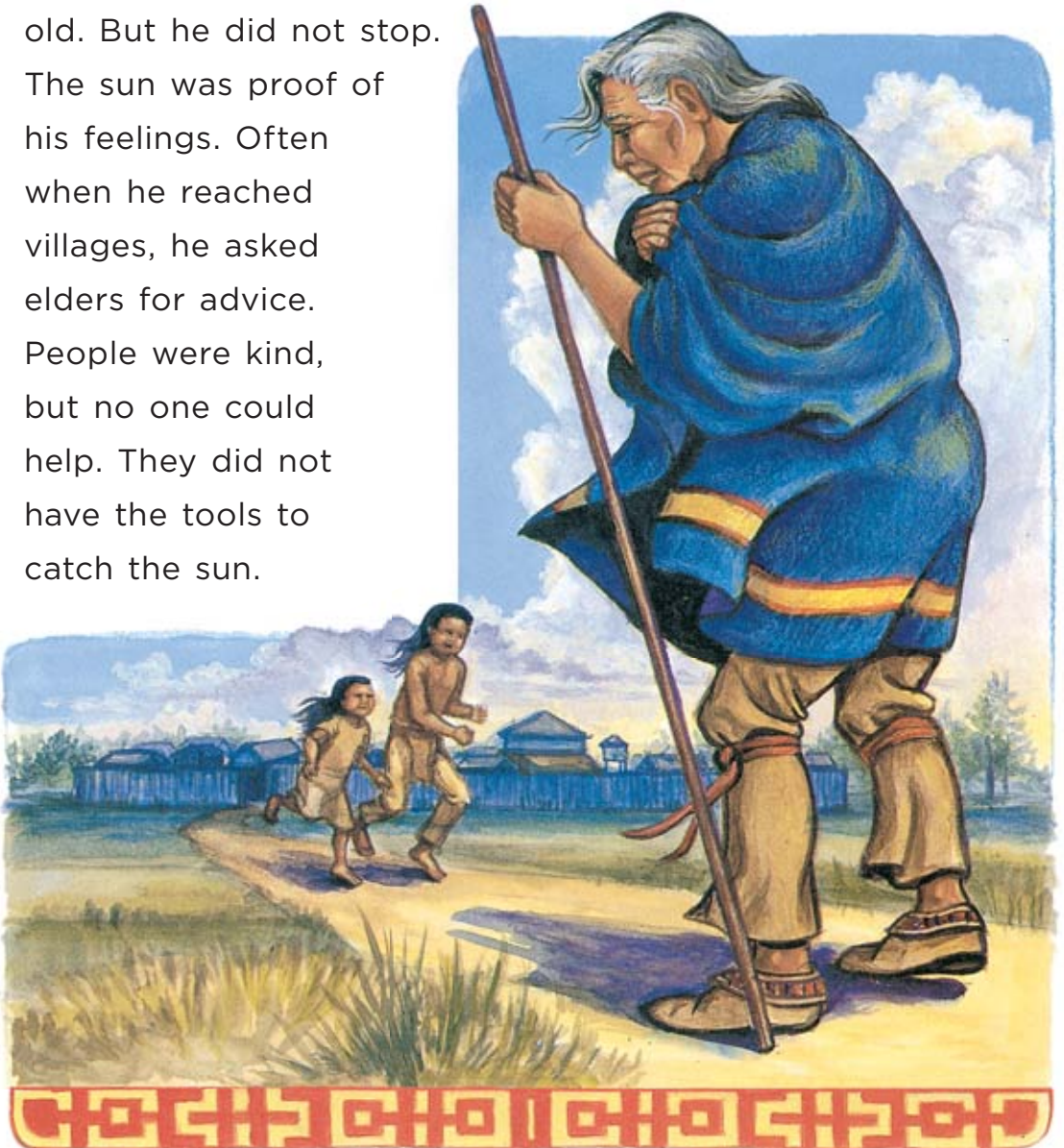
Days flew by and became years and Cloud Chaser did not return. But Moon Shadow did not give up hope that her groom would make it back home safely. Her love for Cloud Chaser grew.

Villagers gave Moon Shadow a coat when it got cool. They gave her food and tried to take her away from the road. But Moon Shadow wanted to be there when Cloud Chaser came home.



Meanwhile Cloud Chaser scoured many lands for a way to reach the sun. Nothing stopped him from his goal. He thought about home and Moon Shadow each day. But he could not go back until he had a nice gift for his bride.

Like Moon Shadow, Cloud Chaser was growing old. But he did not stop. The sun was proof of his feelings. Often when he reached villages, he asked elders for advice. People were kind, but no one could help. They did not have the tools to catch the sun.





The Approach Home

Cloud Chaser went to many villages. One day he drifted onto a road that led to a small village. Hoping for a chance to rest, he **approached** a woman at a bend in the road.

Cloud Chaser soon realized who the woman was. Moon Shadow was watching the sun set and waiting for him, as she had for many years.

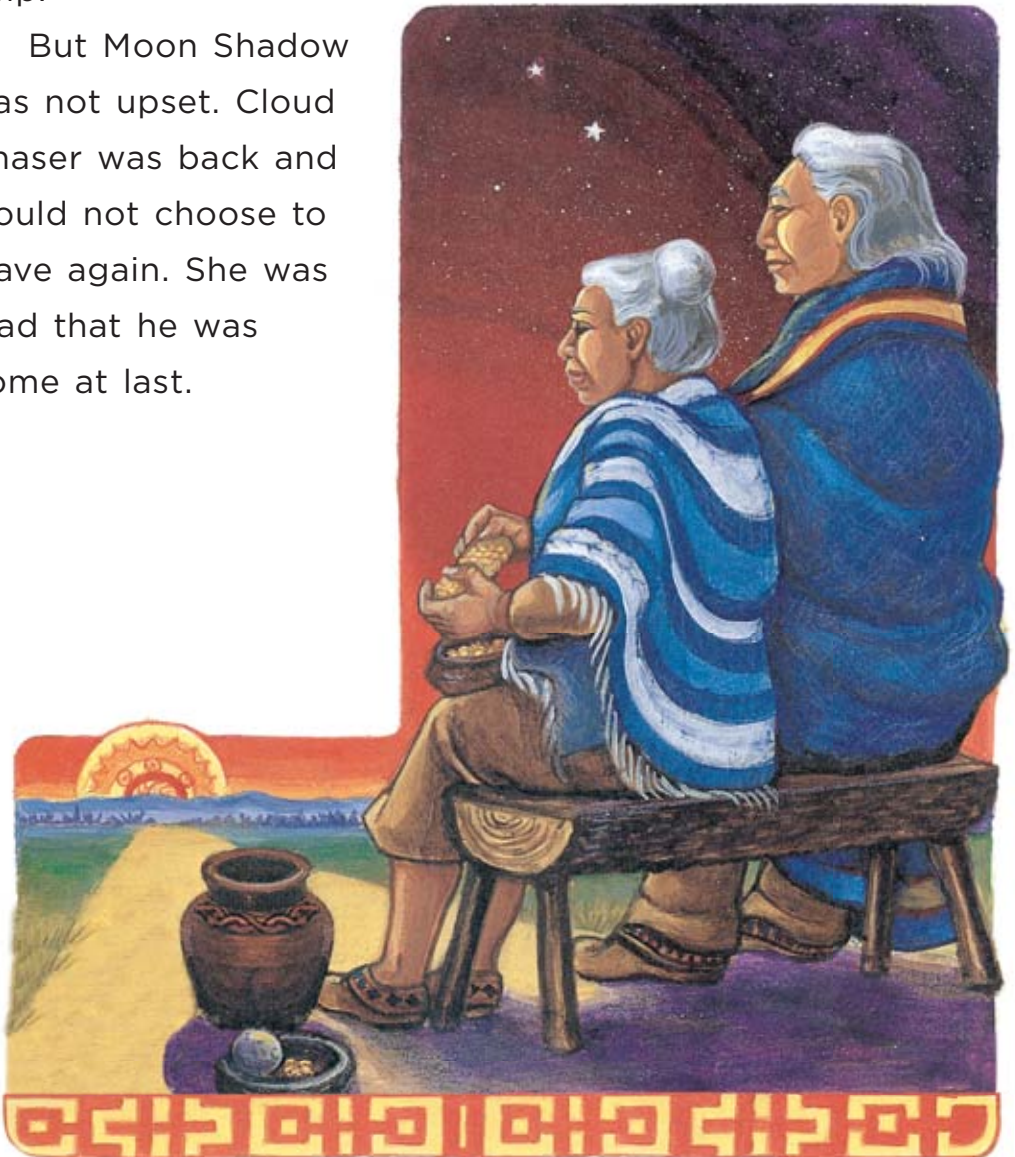
Cloud Chaser had not, at first, **recognized** his old love or the village. He was too old to run to Moon Shadow. They walked toward each other.



Moon Shadow and Cloud Chaser had many tales to tell each other. They watched the sun set as they talked.

“I wanted to bring you the sun,” Cloud Chaser told her. “I was hunting for a way to get to it so I could bring it back for you. No one knew how to help.”

But Moon Shadow was not upset. Cloud Chaser was back and would not choose to leave again. She was glad that he was home at last.





The villagers were glad to see Cloud Chaser too. A crowd gathered around him and asked for details about his trip. He told exciting tales and quickly became a favorite storyteller.

Each night people met around a campfire to hear Cloud Chaser's tales. He told them about the people, animals, and blooming plants he had seen. He told of foods and a way of life that his people had never imagined.



Moon Shadow liked to hear Cloud Chaser's tales. His tales made her think of when they were kids.

"Your trip did result in a wonderful gift," she told Cloud Chaser one day. "Listening to your tales is my favorite **activity**. I will make a book of them. It will be a perfect wedding gift."

Cloud Chaser had found a gift! His tales melted Moon Shadow's heart. Cloud Chaser and Moon Shadow were so happy to be with each other. They chose to be married that same day.



Comprehension Check

Summarize

Read "A Gift for Moon Shadow" again. Fill in your Character, Setting, and Plot Chart. Then use it to summarize the story.

Character	Setting	Plot

Think About It

1. Where do Cloud Chaser and Moon Shadow live?
2. What kind of gift does Cloud Chaser want to bestow on Moon Shadow?
3. Why does Cloud Chaser not recognize Moon Shadow when he drifts back to his village many years later? Use details from the story in your answer.
4. Why are Cloud Chaser's tales a perfect gift for Moon Shadow? Use details from the story to support your answer.



Write About It

Do you think Cloud Chaser set a good goal in trying to take the sun? Explain your answer.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

dark	beware	marks	chair
where	books	harmd	took
school	good	starlight	wear

Vocabulary

several	active	target
perform	research	curiosity

Comprehension

DRAW CONCLUSIONS To draw a conclusion you think about two or more pieces of information the author gives you. Then you use this information, along with your own knowledge, to come to a new understanding about characters or events.

What I Know	Text Evidence	Conclusions

A Conclusions Chart helps you organize evidence from the text and what you know. This can help you draw conclusions and keep track of them.

Read

Make conclusions about the passage.

Taking Charge

Marcy falls asleep in class **several** times each day. She does not know why. Marcy's teacher has started to send her to the nurse's office because she cannot stay awake and **active**. Marcy tells her teacher she does not mean to fall asleep.

Marcy falls asleep so much that the nurse told Marcy to start keeping track of what she does during the day. "This is a **curiosity**," said the nurse, "if you get enough sleep at night." Marcy's **target** is to find a way to stay awake during class. Marcy marks down everything that she does to try to **research** why she cannot stay awake and **perform** well in class.

Make a **Conclusions Chart** for each paragraph. Then use the chart to draw conclusions for "Taking Charge."



A Smart Start

by Chad Langston
illustrated by Whitney Sherman

From Starlight to Daylight

While she dozed, Marcy dreamed she was making dinner for the President of the United States. She was going to the market. A car stopped next to her front yard to pick her up. She could not believe this was happening!

Marcy's long black car stopped in front of the White House. She opened the door and stepped out of the car.

"Marcy, wake up!" said her friend Carlos.

"What?" Marcy asked. A moment later she was startled by her teacher's hand on her shoulder. She had been sleeping in class again.

Marcy lifted her head off the desk.

“For Friday’s class I want you to **research** a topic that will interest you,” the teacher explained. “Then you will write a two-page paper explaining what you learned.”

But Marcy hardly heard Mrs. Ricardo. She was almost snoozing again.

“Marcy, please go see the nurse,” said Mrs. Ricardo. “It seems as though something is not right.”

Marcy had been to the nurse’s office twice this week. But she got up and left the room anyway.



“Hello again!” Ms. Garza said. “Still not feeling well?”

“I am just so tired in the daytime,” Marcy explained. “I did not sleep a wink last night. My goal was to get a good start today. But I just could not fall asleep. I have been sleepy all day.”

Marcy yawned. She felt her arms and legs weaken. She really needed a nap soon.





“Well, why don’t you lie down for a while?”
said the nurse.

Marcy lay down on the couch on the far side of the office. She did not know why she could only sleep in the middle of the day.

Marcy could see the image of Mrs. Ricardo in her mind. She would be upset with her if she kept falling asleep in class. She did want to be happier and get high marks on her report card. She drifted off and slept past lunch.





Making Hard Changes

After school, Marcy ate snacks. She had chips, **several** candy bars, marshmallows, and a soda. She watched TV and then napped before dinner.

At the table she did not eat any salad, and she only drank sips of milk.

“Why aren’t you eating your food?” her mom asked.

“I’m not starving today,” Marcy explained as she got up from the table.

Marcy's **curiosity** was growing. She wondered why she felt sleepy all day but could not sleep at night. She wanted to learn how to stay awake during the day. That was what she could research.

After dinner, Marcy's mom drove her to the library. Marcy picked out books about sleep. The books gave her a lot of details about what she was not doing right. She read about the topic late into the night.



Marcy read about smarter ways to get to sleep. She found proof that eating candy or large meals close to bedtime were bad habits. If she was **active** during the day, then her body would not want to be active at night. And she should sleep in a dark room without TV.

Marcy hoped to make these goals a regular part of her activities. Then it would not be hard to fall asleep at night. She would not need naps. This would help her stay awake and **perform** well in school.





Marcy lay awake in bed. She now recognized that she had not made the smartest choices. She had taken naps. She rode to the library when she could have walked. She ate candy as a snack and then did not eat meals.

As Marcy tossed and turned, she tried to think about her **target**. She could start with a smart breakfast, like oatmeal, and exercise during the day. She could eat fruit as a snack and then eat all of her meals. She would not need naps!



It was hard, but Marcy followed her new rules for several days. She began to feel much better. She could remember what she studied. Marcy was the happiest she had been in weeks!

Marcy wrote about what she had learned. She listed everything she knew about getting a full night's sleep. Marcy got a high grade on the paper. And she slept well that night.

The Secret to Sleeping Well

Did you know that:

- After the common cold, insomnia is the most common medical complaint in the United States.
- There is a wide variation in sleep patterns—some people need a lot of sleep to function properly and some much less. In fact, there are people who would do better with less sleep than they usually get.
- A tall drink has almost a third as much caffeine as a cup of black coffee. Chocolate has a lot of caffeine, too. And, of course, the consumption of caffeine can keep you awake.
- The pineal gland, a small, nut-shaped organ in the middle of the brain, sends information about light to other parts of the brain by producing a hormone called melatonin (not to be confused with insulin, the dark pigment in the skin). When it gets dark, the pineal gland sends melatonin, signaling the sleep center in the brain that it's time to take over. Light (especially sunlight) makes the gland shut down, signaling the brain to wake up.
- Lots of carbohydrates, like cereal or pasta, will give the body the chemicals necessary for the pineal gland to produce the melatonin it needs.
- Exercise during the day will make the pineal gland send more melatonin at night, helping you to sleep better. But strenuous physical exercise just before bed can keep you from going to sleep.

- Cycles of insomnia are stress, anxiety, emotional upset, caffeine, noise, light, temperature (too hot or too cold), and back then hard to break.
- Things that will help you to go to sleep are a glass of warm milk before bed (it has a bunch of chemicals that help with the production of melatonin), chamomile tea (not one or more cups, it has both tea in the morning, so wait an hour or so before going to bed).



Comprehension Check

Summarize

Read "A Smart Start" again. Fill in your Conclusions Chart. Then use it to summarize the story.

What I Know	Text Evidence	Conclusions

Think About It

1. Why does Mrs. Ricardo send Marcy to see the school nurse?
2. What does Marcy eat when she gets home from school?
3. What does Marcy learn from the books about sleep that she gets from the library? Use details from the story in your answer.
4. What new rules did Marcy make for herself? How did these new rules help her? Use details from the story to support your answer.



Write About It

Why should people care about their health?

Use details from the story in your answer.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

dirt	curb	firm	pear
hair	worm	turbines	lizard
mayor	energy	larger	cellar

Vocabulary

energy	sources	renewable
environment	pollute	oxygen

Comprehension

CAUSE AND EFFECT Cause-and-effect relationships help readers understand how one event or action leads to another. A cause makes something happen. An effect is what happens as a result of an event or action.

Cause → Effect
→
→
→
→

As you read “Seeking Energy,” use the Cause and Effect Chart to record important actions and the effects they cause.

Read

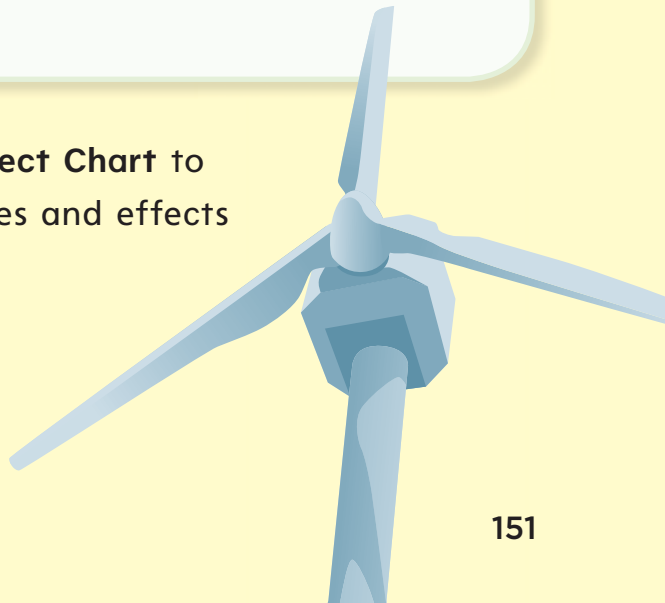
Identify the cause and effect.

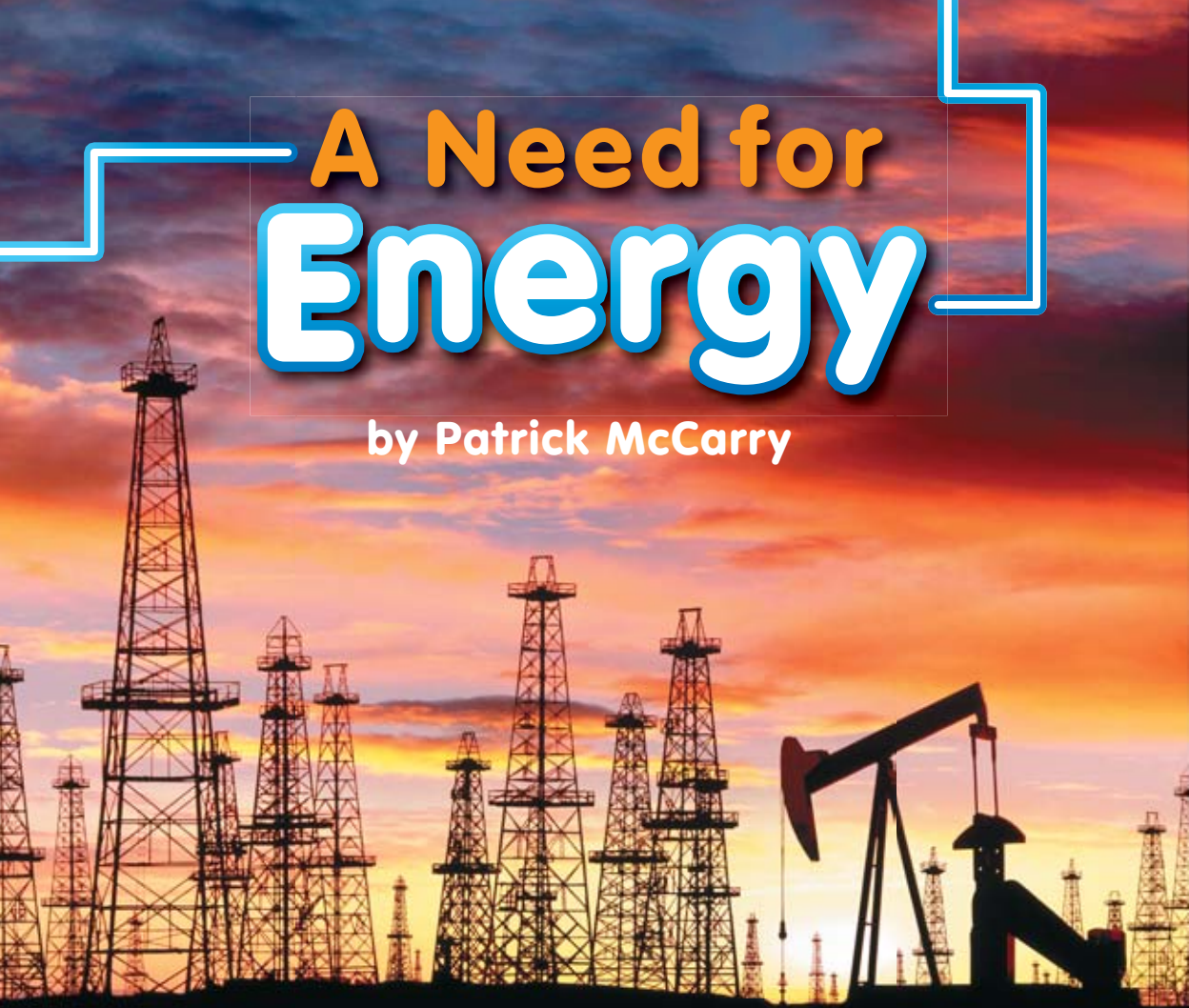
Seeking Energy

We are running out of **energy**. People need oil to run their cars, but the oil will not last. And people all over the globe are burning more fuels than ever before to make electric power. When coal and oil are burned, they **pollute** the air. So we need to find new and better ways to generate electric power.

Renewable energy **sources** are better for the **environment**. These sources include wind, water, and the sun. Using these doesn't hurt the ozone layer, and it won't deplete our **oxygen** supply. The growing need for electric power means we must seek cleaner and longer-lasting sources of energy in the future.

Use the **Cause and Effect Chart** to help you identify causes and effects in the article.



The background of the page is a photograph of an oil field at sunset. Several oil derricks and a pumpjack are silhouetted against a sky with orange, yellow, and blue clouds. The title 'A Need for Energy' is overlaid on the top half of the image.

A Need for Energy

by Patrick McCarry

What do you know about the **energy** that keeps our homes bright and cozy? We get energy from many places. Let's take a look at energy.

Fossil fuels are common energy **sources**. They are made of plants and animals from millions of years ago. After these plants and animals died, dirt covered them in swamps, and their remains decomposed. Then the land heated and pressure was added. As a result, coal, natural gas, and oil were formed.



Cooling towers at a power plant.

Fossil fuels are found in different parts of the globe. People drill and dig deep into the Earth's crust to get fossil fuels. When the fuels are burned at power plants, electricity is made for homes. This is the most common method Americans use to get power.

But power plants make the air unclean because fossil fuels release harmful gases when they are burned. As a result, these gases **pollute** the air, making it harmful to breathe.

Effects of Fossil Fuels

These harmful gases can make the ozone layer thin. This layer of **oxygen** atoms surrounds the Earth and protects us from the sun's unsafe rays. Harming the ozone layer places humans at risk because it can make people sick.

Oil can harm the **environment**, too. Gas that runs cars is made from oil. It can spill when people fill their cars' tanks, and the spilled gas may find its way into lakes and streams. Gas is harmful to us when it seeps into the ground and pollutes our water supplies.

In Los Angeles, a mixture of pollutants called smog can lead to lung, heart, and other health problems.





Leaking tankers and broken offshore oil rigs spill tons of oil, harming fish, birds, and many other animals.

Oil is not found in every place where it is needed. It must be shipped to cities that do not have enough. Each year, tankers spill oil into the ocean and lakes. As a result, oil kills fish, birds, and plants.

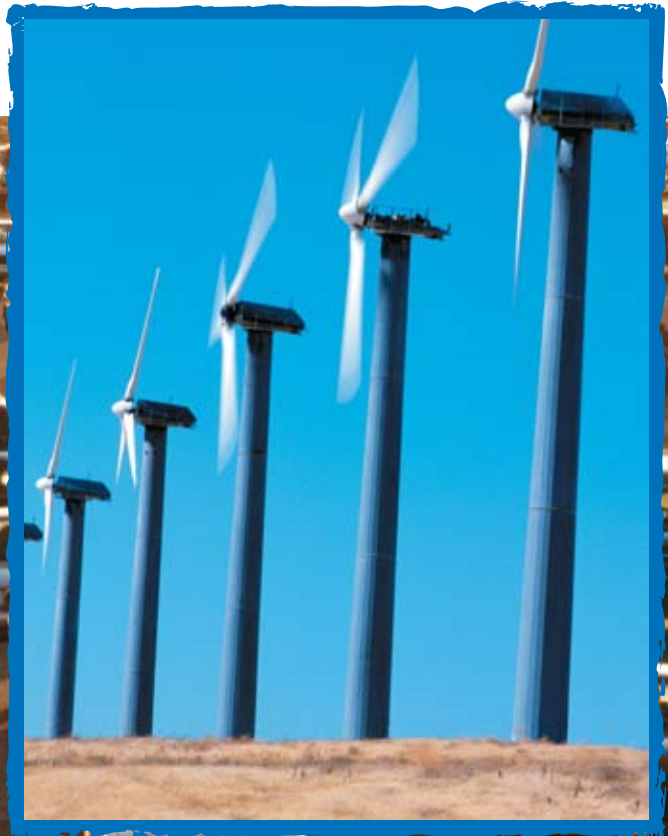
Some people are trying to help protect the water and save the ozone layer. Decreasing the use of fossil fuels helps. At this time, fossil fuels seem plentiful, but they are not. If we use fewer fossil fuels, we also protect the Earth.

A Better Way

Fossil fuels will run out soon. If we keep using them at the same rate, we may run out in fifty years or less.

Renewable energy is energy that comes from sources that don't run out. It is not used widely now, but it will be in the future. Sunlight, wind, and water are types of renewable energy sources. These can be less reliable than fossil fuels, but they are cleaner to use.

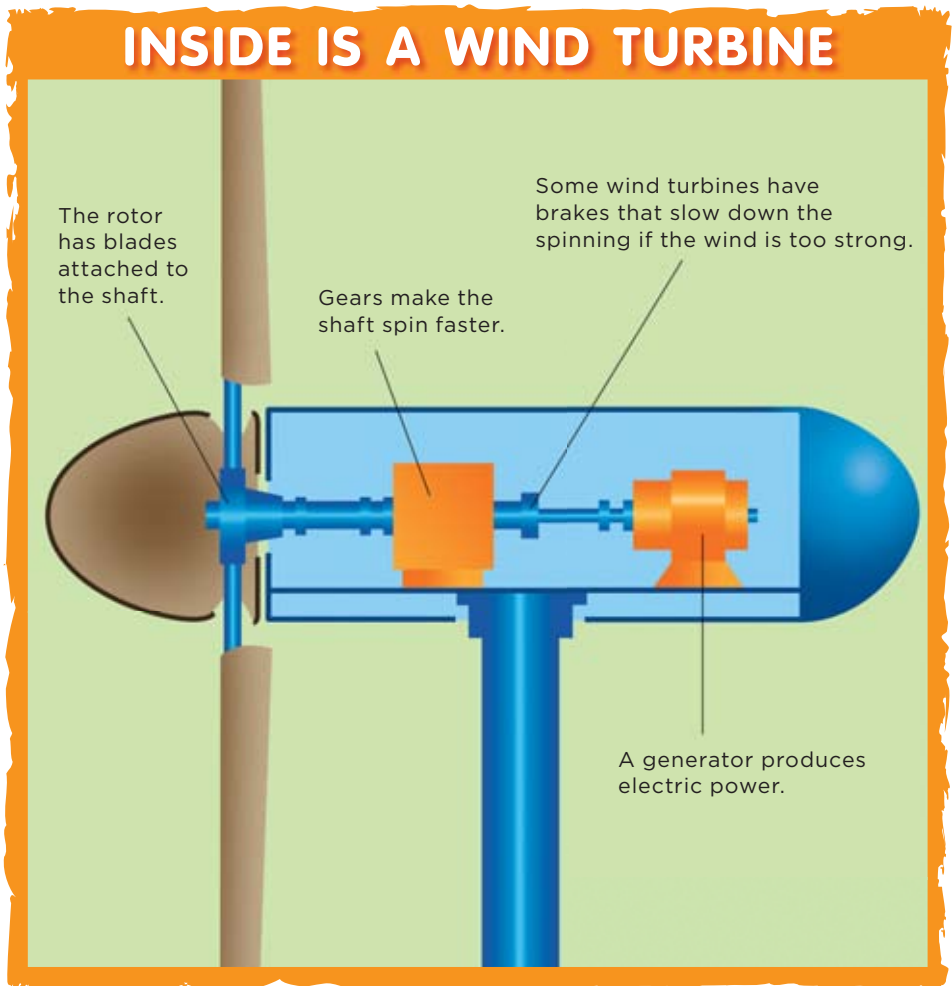
Turbines generate energy from wind.



Cars waste gasoline during a traffic jam.

Wind can be used to make energy. Wind turns the huge blades on a turbine to make electricity. A turbine can be described as a large fan. If wind from a fan can push light things off a table, then just think how much power a turbine would have.

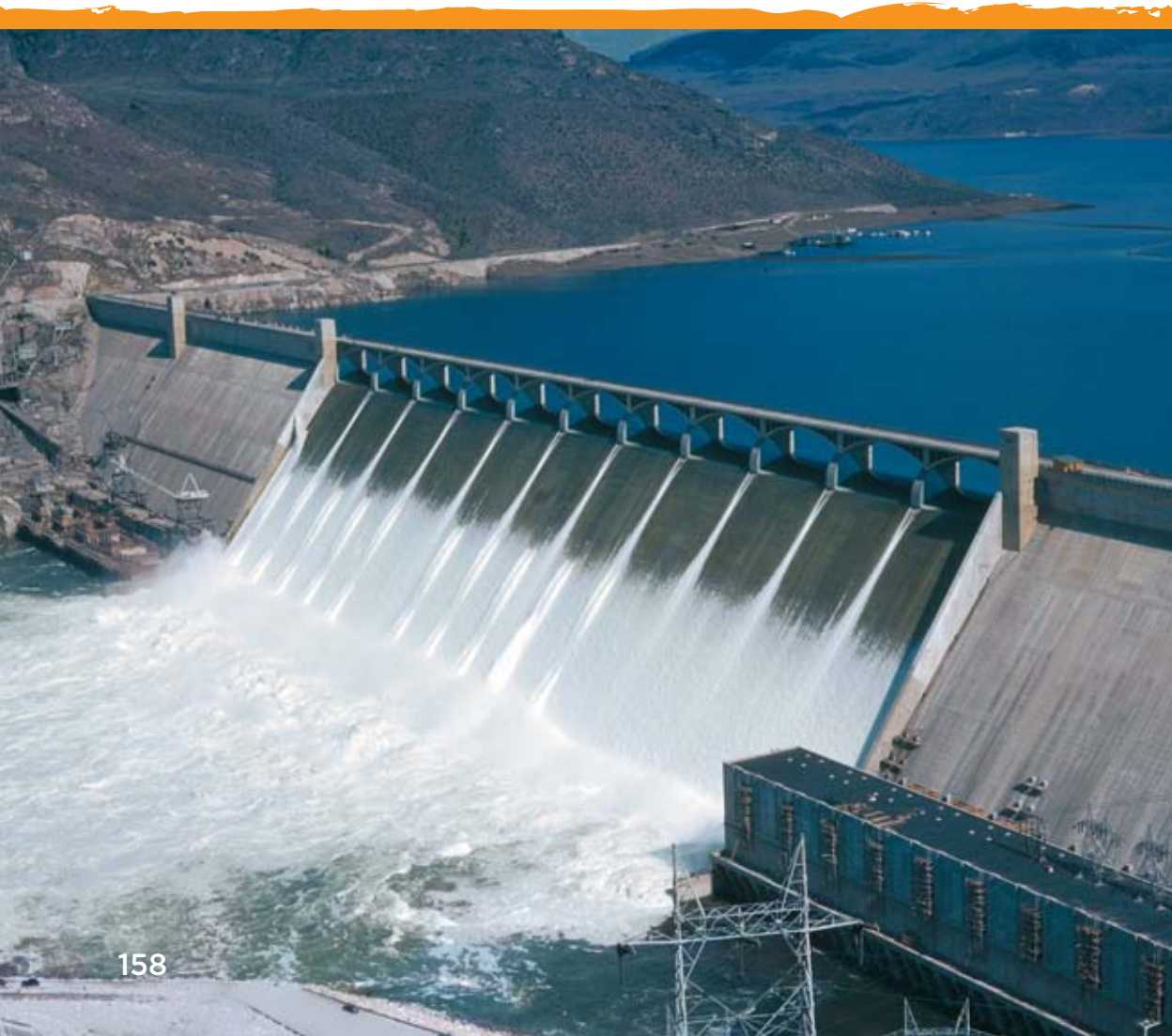
There is a problem with this method, though. The amount of wind varies each day. As a result, the same amount of energy is not always made. Scientists are studying better ways to gather the greatest amount of wind energy.



Water is one of the first energy sources that people used. With dams on rivers, people control how much water energy is gathered. Water moves fast in a big river, but a dam blocks the flow. As a result, dams can use the rushing water to spin turbines that generate electricity.

Water power is used to light homes and keep things running in a number of cities. However, this source of power cannot be used by people who do not live close to a major river.

The Grand Coulee Dam on the Columbia River is the largest concrete structure in the United States.





Solar cells provide power for this low-energy house.

Light from the sun can also be a source of energy for us. You may have seen big flat panels on the roof of a building. These are solar panels. A solar panel gathers and saves light from the sun. Then its cells provide electricity.

But this method does not always work well as a way to get power, because clouds can block out light. As a result, there may not be enough power for all users. Panels must be very big to gather enough energy for everyone.



Workers test an oil rig.

Energy use is key to people's daily lives. As fossil fuels run out, we need to find a way to use wind, water, and sunlight for power. Earth will not run out of these energy sources.

Scientists recognize that making renewable energy must cost less so that more people can use it in the future. Scientists are also trying to find ways to help these sources get used everywhere. For now, limiting our use of power as much as possible is a good goal.

Comprehension Check

Summarize

Read "A Need for Energy" again. Fill in the Cause and Effect Chart. Then use it to summarize the selection.

Cause → Effect
→
→
→
→

Think About It

1. Where are fossil fuels found? How are they gathered by people?
2. What is the biggest advantage of using renewable sources of energy? What is the biggest drawback?
3. How are wind and water similar as sources of energy? Use details from the article in your answer.
4. Why is it important both to reduce our use of fossil fuels and to use more renewable sources? Use details from the article to support your answer.



Write About It

What steps can people take to use less energy?
Tell why each is important.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

more	turn	horn	roar
shirt	porch	pepper	tore
fork	score	board	restore

Vocabulary

history	filters	surrounded
occur	prolong	support

Comprehension

SUMMARIZE A summary is a short statement that tells what an article is about. When you summarize, you retell the most important parts of a selection in your own words.

A Summary Chart can help you identify key information in the selection. Use the chart as you read "Records of a Forgotten Past."

↓
↓
↓
Summary

Read

Identify the most important ideas. Then use them to write a summary.

Records of a Forgotten Past

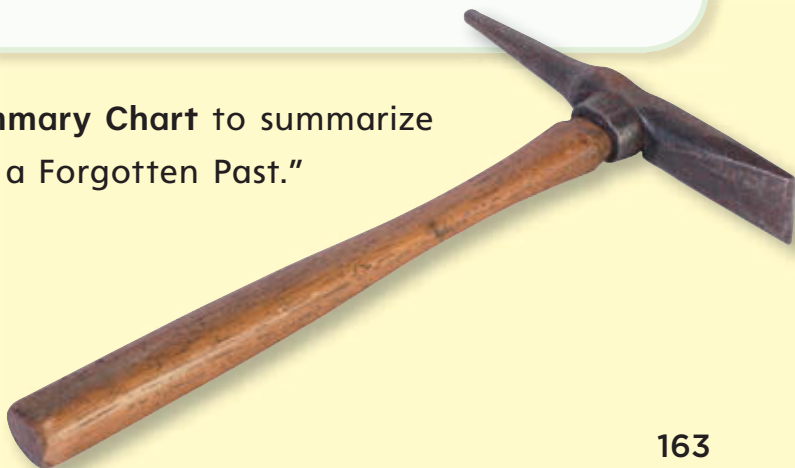
Archaeology is the study of objects from **history**. These objects are records of a distant time.

Archaeologists travel in search of historic sites. They may explore caves or dig in the ground. As they work, they may find that they are **surrounded** by objects of high value.

At a site where people once lived, scientists sift with a screen that **filters** out dirt to find forks, clothes, tools, bones, and more. But unforeseen problems can **occur** to **prolong** a dig.

Archaeologists also record what they find. This can be a difficult and costly job. **Support** comes from many sources to fund a dig.

Use the **Summary Chart** to summarize "Records of a Forgotten Past."



Digging Up History

by Janine Murphy



Looking for Clues

Scientists can do their jobs in labs or sometimes at home. But one type of scientist works outside at dig sites, looking for the remains of **history**. He or she studies artifacts to know more about the past. This type of scientist is called an archaeologist.

An archaeologist looks for bones, artworks, and everyday objects from days of long ago. The job is hard, but it is exciting. At times, a team at a dig site discovers things it did not expect.

Before digging, the archaeologists in charge must explain their plans. They submit a report outlining what they intend to look for. It is then up to the local government to decide if the land can be dug up or not. Archaeologists may also need the **support** of the people living nearby. When the plan is approved, archaeologists do not delay, and the digging starts.

Digs take place around the globe. Archaeologists might be away from home for a long time. Bad weather or complicated sites can **prolong** a dig.

An archaeological dig site at the Forum in Rome, Italy.





Archaeologists collect artifacts at the Forum in Rome, Italy.

Scientists use a number of different tools. They use shovels to dig in the ground and take dirt away from the objects. Next they use brushes to loosen dirt gently from items.

Then archaeologists pile dirt on a screen with small holes. Shaking the screen **filters** out any fine dirt. What remains are small objects that were formerly invisible.

After an item is found, scientists try to figure out what it is, who made it, and how it was used.

The archaeologists take photographs of each object. If an object is broken, they place the parts in order. Then a map of the dig site is made to show where each object was found.

Linking items that were found close together helps the scientists figure out more about their origins. If a plate, spoon, and jug were found close by each other, then the scientists can surmise that the spot was once a kitchen. Each object helps them decode more about a place or a time in history.

A worker frees a soapstone vessel at a dig site in Newfoundland, Canada.



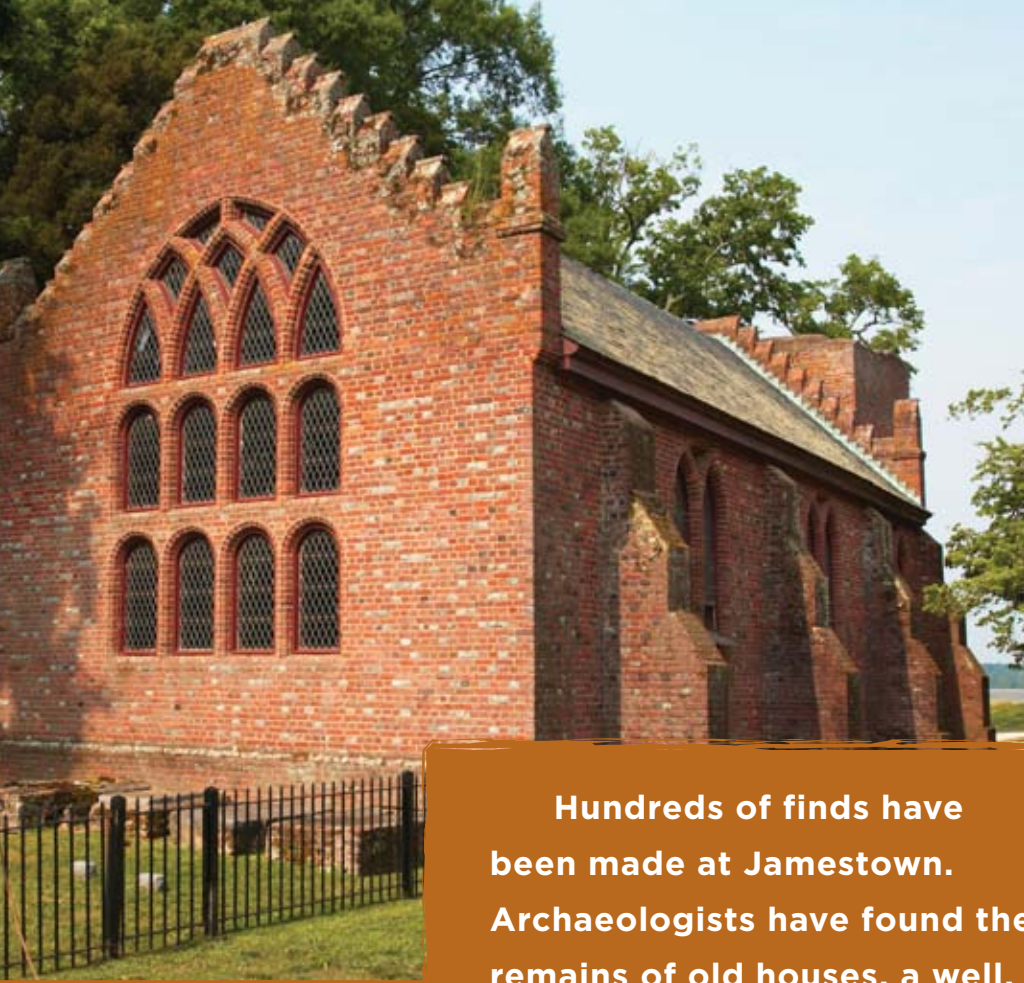
A Town Full of Finds

Many digs **occur** in the United States. One place where scientists have made many remarkable finds is Jamestown, Virginia. Jamestown was the first town in what later became the United States. It was started in 1607, years before the United States was a country.

The digging at Jamestown has been slow, but many objects have been found. Scientists take their time so they do not miss anything. The dig has helped scientists find out many facts about the people who lived in this place.

Jamestown has been reconstructed to look like it did back in colonial times.

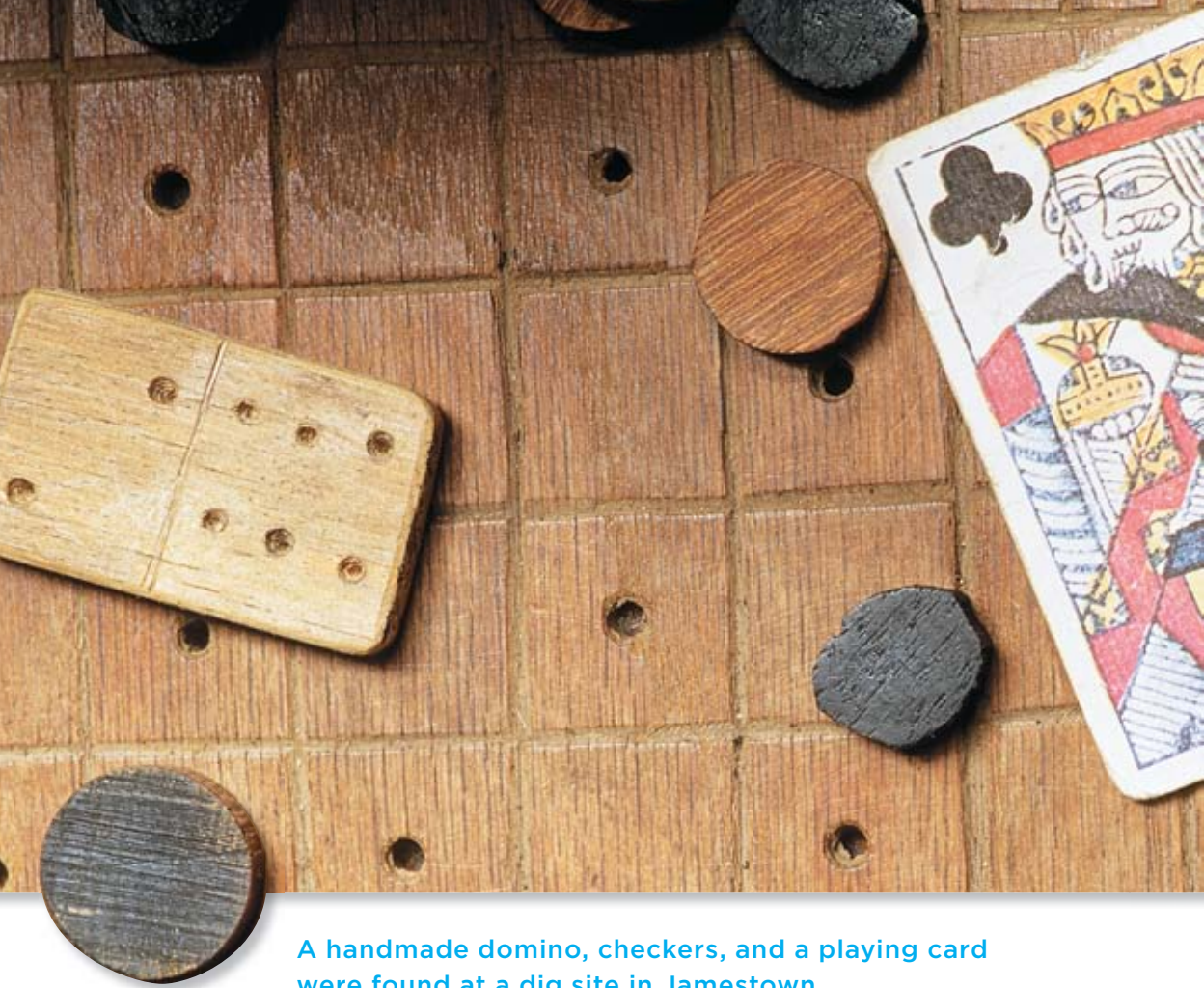




Hundreds of finds have been made at Jamestown. Archaeologists have found the remains of old houses, a well, and even the first Jamestown church.

The church burned down in 1608, shortly after it was built. It was rebuilt and renewed many times in the past 400 years. In 1906, the church that still stands today was made. Archaeologists know that it looks a lot like the first church because of their findings.

This church is at the Colonial National Historic Park in Jamestown.



A handmade domino, checkers, and a playing card were found at a dig site in Jamestown.

In early Jamestown, it was not just fires that put buildings and people at risk. At times there was not much food to eat. During winters, people struggled to stay warm. Illness was a problem, too. People drank from a bad water source that **surrounded** the town. The water made them sick, but they did not know how to cure this sickness.

Life was hard, but Jamestown's people had fun, too. Scientists have found dice, whistles, and other toys and games.

Over the years, many other objects have been found, including coins, glass beads, rings, pots, jugs, tools, and more. These collectibles are displayed in museums around the globe.

You can visit Jamestown today and see restored parts of town. Jamestown looks much like it did in the 1600s. There are even people that work in the town using old-style tools. There are blacksmiths, quilters, and carpenters. These people help keep the history of Jamestown alive.

Archaeologists found helmets, bowls, and other artifacts at dig sites in Jamestown.





Archaeologists work at a dig site in England.

Today, archaeologists are still making new discoveries. From their findings, they hope to learn more about people from past times. They know that many startling finds are yet to be made.

With each new find, scientists bring history to life. But even more than that, the finds inform people about the past. They also give scientists the will and the energy to keep digging in the dirt for hidden history.

People all over the globe can learn from those who came before us.

Comprehension Check

Summarize

Read "Digging Up History" again. Fill in the Summary Chart as you read. Then use it to summarize parts of the selection.

↓
↓
↓
Summary

Think About It

1. What are some of the tools archaeologists use in their work?
2. What steps does an archaeologist take after an object is found?
3. Summarize the process archaeologists must use to get permission to dig at a site. Use details from the article in your answer.
4. Why do you think Jamestown is such an interesting dig site for archaeologists? Use details from the article to support your answer.



Write About It

What kind of archaeological dig would you be interested to take part in? Where would it be? What would you look for?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

store	comb	know	wrote
knock	sign	wrap	more
limb	knot	forget	gnaw

Vocabulary

character	imagination	memorize
audience	relax	doubts

Comprehension

DRAW CONCLUSIONS To draw a conclusion about a character or event in a play, combine information provided by the author with your own knowledge to arrive at a new understanding about that character or event.

Text Clues	Conclusion

To help you organize clues from the text, use a Conclusions Chart as you read “Do You Know Your Lines?”

Read

Identify text clues and make conclusions.

Do You Know Your Lines?

The students have practiced their lines. They wrote the play on their own. They created each **character** and designed all the costumes. This class play took a lot of **imagination**.

It can be hard to **memorize** lines. The kids feared they might get a line wrong. But now the kids know their lines pretty well.

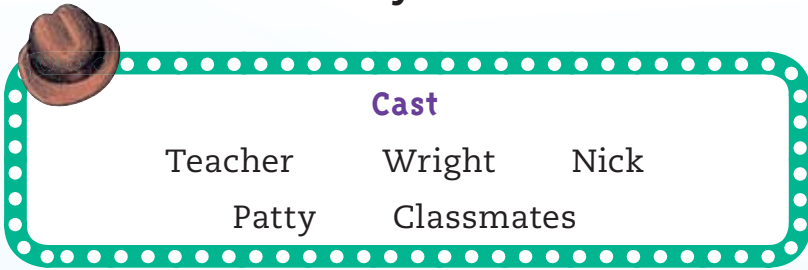
Soon, the **audience** will gather in the hall. This is not the time to **relax**. The students hurry to get into the costumes. They help each other get ready. It will be an exciting night. There are no **doubts** about that!

Fill in the **Conclusions Chart** for "Do You Know Your Lines?" Then use the chart to draw conclusions.



The Show Must Go On

by Josephine Sholski
illustrated by Jack E. Davis



Act 1: Don't Forget the Lines

[Setting: Sixth grade classroom. Students are rehearsing for the class play.]

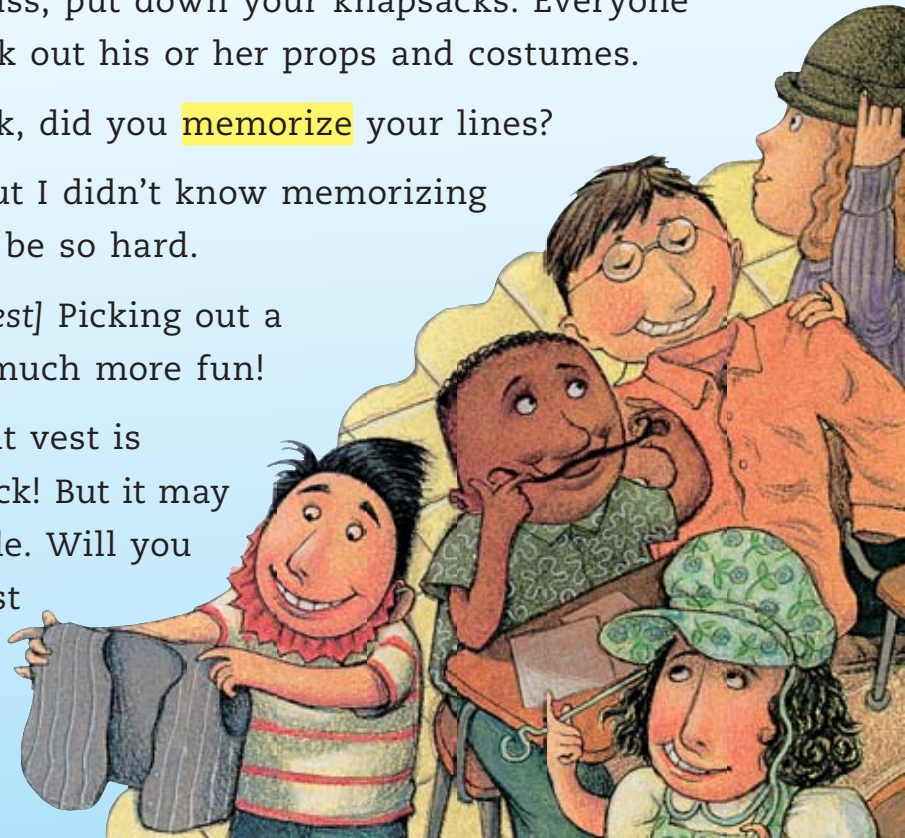
TEACHER: Class, put down your knapsacks. Everyone needs to pick out his or her props and costumes.

WRIGHT: Nick, did you **memorize** your lines?

NICK: Yes, but I didn't know memorizing them would be so hard.

[picks up a vest] Picking out a costume is much more fun!

WRIGHT: That vest is wrinkled, Nick! But it may still be usable. Will you wear the vest on stage?



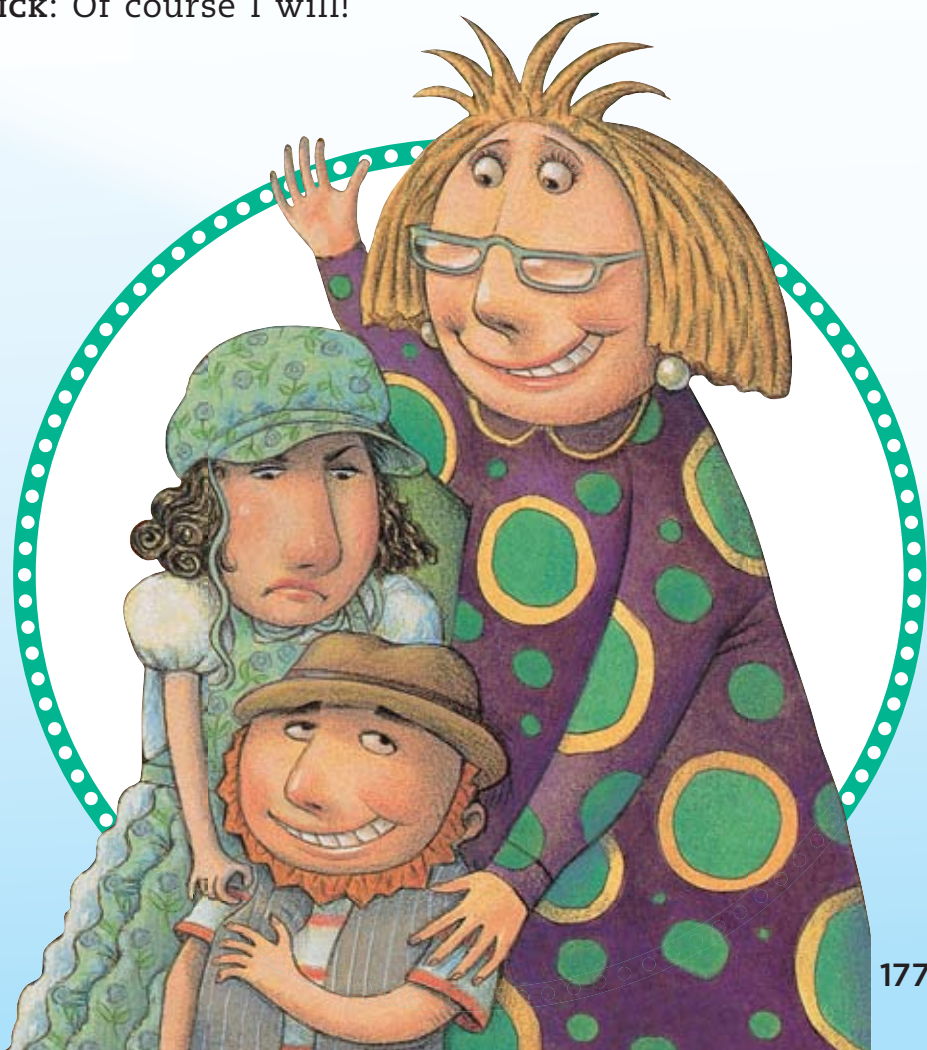
NICK: I think I will. This will be fun. I am excited to be in a play that you wrote.

TEACHER: *[walking over to them]* Remember, it is hard, Nick. There are many lines to memorize.

PATTY: *[pouting]* I want to be the main **character**! That part was written for me. Nick doesn't understand this part. He will wreck the play.

TEACHER: You have a good role too, Patty. And Nick will practice his role and his lines. He will get it. Right, Nick?

NICK: Of course I will!





[Setting: On the stage, the next day during class.
Students are practicing for the play.]

NICK: Um, um....

PATTY: Nick, didn't you study your lines? I practiced last night, and I know mine. I know why my character acts this way, too. It helps me. That's why I know my lines.

NICK: I practiced my lines last night, too! I don't know why I can't remember them.

TEACHER: It's okay, Nick. Start from the beginning and try again.





NICK: But, but, but.... I can't stop shaking! My hands are numb. My belly is gnarled like it is tied up in knots. And I forgot my lines.

TEACHER: Don't strain yourself. Why don't we try another scene for now?

PATTY: You really need to study your lines, Nick. If you write them down first, it will help your problem.

NICK: I did write them down. I practiced them in the mirror. Wright even helped me last night. I don't know how studying more would help.





[Setting: On a sidewalk. Nick is walking home from school.]

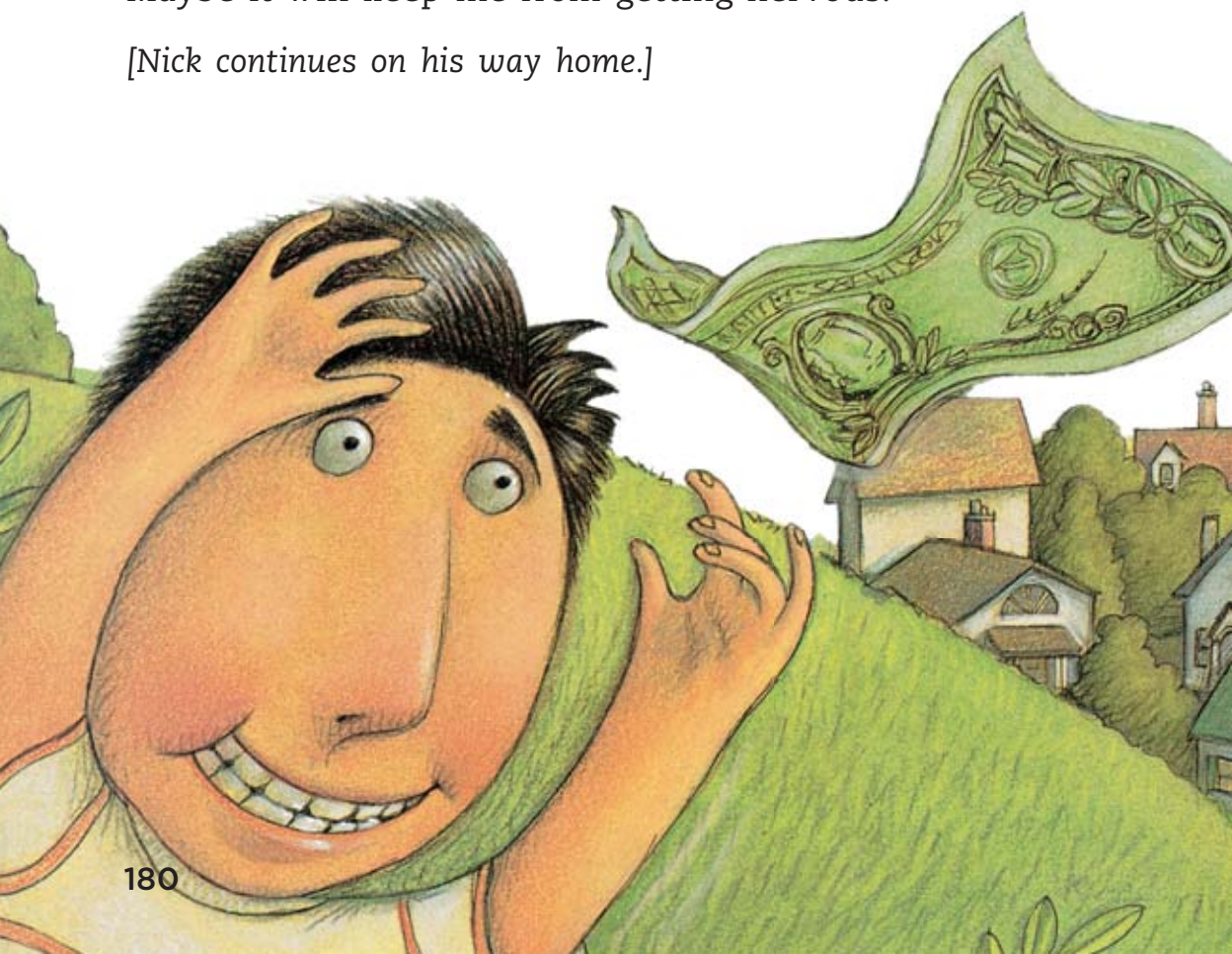
NICK: *[to himself]* I know my lines. Wright has spent time explaining why my character talks and acts the way he does. I need to relax on stage. That is the best way to remember my lines. And maybe a little luck.

[He sees a dollar blowing in the wind.]

What is that? Is that a dollar? *[He jumps up.]*

Got it! This is a lucky sign! Maybe my bad luck is reversible! I will keep it in my pocket during the play. Maybe it will keep me from getting nervous.

[Nick continues on his way home.]



Act 2: The Finished Play

[Later that night at Nick's house. Nick falls asleep on the couch and starts to dream. His classmates surround him, as if on the stage at school.]

PATTY: Why didn't you study your lines, Nick? I thought you said that you had.

CLASSMATES: *[teasing and laughing]* Nick doesn't know his lines. He should resign.

TEACHER: When you perform, you won't say a wrong line, will you? Or shall we pick someone else to say the lines?

NICK: But I did study! Wright helped me. Didn't you?

WRIGHT: No, I didn't. What are you talking about, Nick? You haven't studied at all.



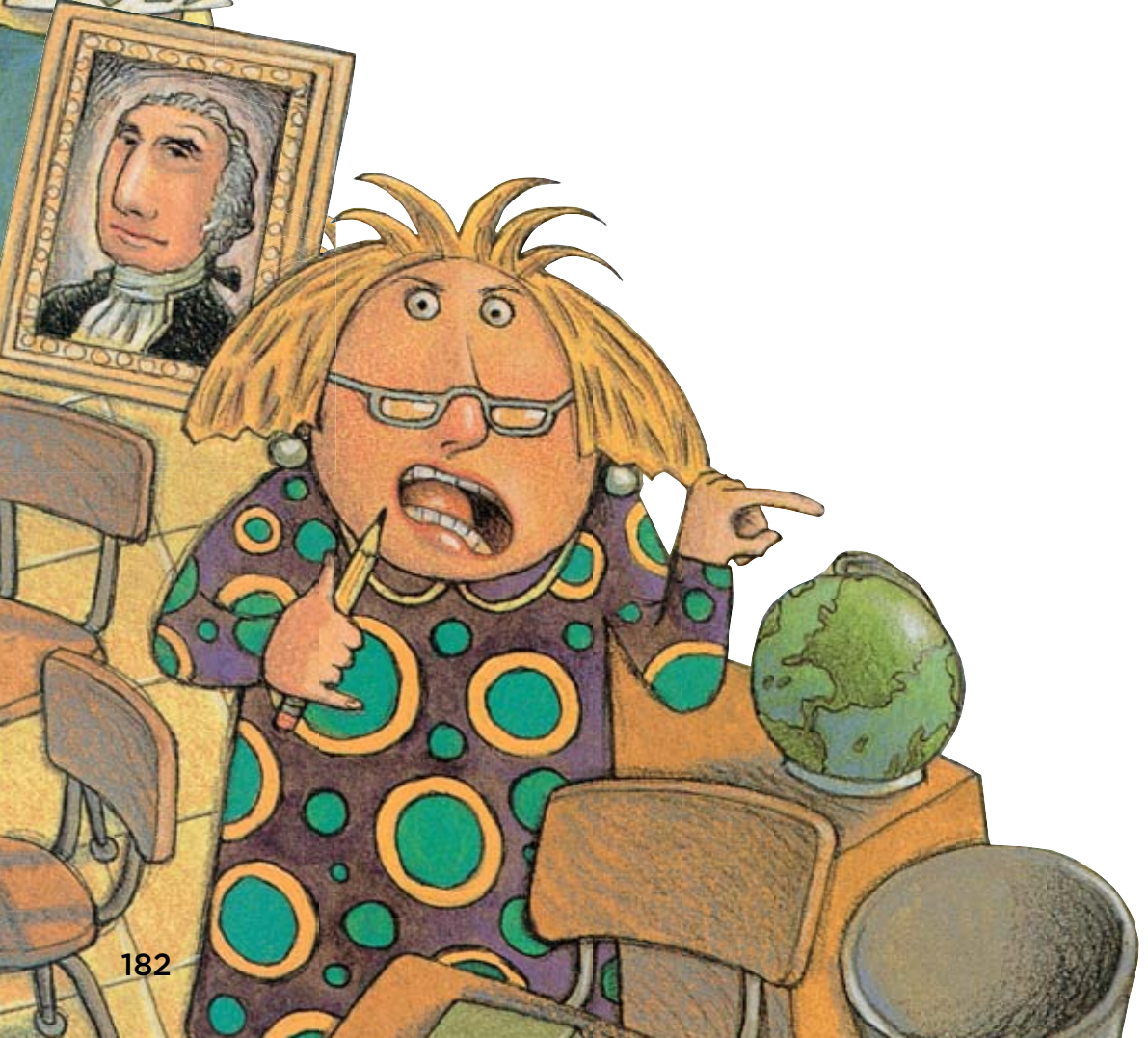


NICK: I studied the lines, but I can't remember them on stage. I don't want to wreck the play. I quit.

TEACHER: Fine, we will assign someone else to play the role.

[The students and teacher wander off the stage, talking. Then Nick wakes up.]

NICK: *[relieved]* It didn't really happen! That scene was in my **imagination**! I am still in the play.



[The next day, on the school stage. It is the last act of the real play.]

PATTY: [saying her character's line] "What do you think? Do you think we should plant a tree?"

NICK: Um, um...

PATTY: [annoyed] "What do you think?"

NICK: Um... "Yes, I think so."

PATTY: [whispering to Nick] I knew this would occur. That was the wrong line! Don't wreck the show.

WRIGHT: [offstage, whispering to Nick] **Relax!** I will support you.

NICK: [feels his lucky dollar, saying to himself] I must stay calm to remember this line.



NICK: *[with confidence]* “Of course. We should plant a pine tree in her memory.”

PATTY: *[smiles]* “Let’s do it now.”

NICK: “Nice idea.”

[Lights fade. Audience claps. Lights come back up, and Patty and Nick bow on stage.]

PATTY: *[walking off stage]* Good job, Nick. I had doubts that you knew your lines! But you did a great job.

NICK: You too, Patty. I can’t wait to knock their socks off in next year’s play!

THE END



Comprehension Check

Summarize

Read "The Show Must Go On" again. Fill in the Conclusions Chart. Then use it to summarize the play.

Text Clues	Conclusion

Think About It

1. How does Patty make sure she knows her lines?
2. During rehearsal, why does Nick say his belly feels like it is tied in knots?
3. What method does Nick use to help himself relax and remember his lines? Use details from the play in your answer.
4. What conclusion can you draw from what happens in Nick's dream? Use details from the play to support your answer.



Write About It

What other kinds of activities make people nervous? How might they help themselves prepare ahead of time?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

choice	write	enjoy	lamb
knight	destroy	poise	point
join	voice	spoil	employ

Vocabulary

released	avoid	jeers
loyal	retired	poised

Comprehension

AUTHOR'S PURPOSE Authors write for three basic reasons: to inform, persuade, or entertain. To inform, writers present information about a topic. To persuade, they try to convince readers of their opinions. To entertain, they create a story for enjoyment.

Clues	Author's Purpose

As you read "Team Sports," use the Author's Purpose Chart to record important clues that can help you identify the author's purpose.

Read

Identify the author's purpose.

Team Sports

Some people **avoid** team sports at school. They are afraid to play in front of an audience of fellow students and their parents. But who cares if you sometimes receive **jeers** from the stands? The stress you may feel from schoolwork can be **released** by playing sports, and you will improve your skills as you continue to play. At the same time, you can meet people who have the same hobby as you. They could turn out to be very **loyal** friends.

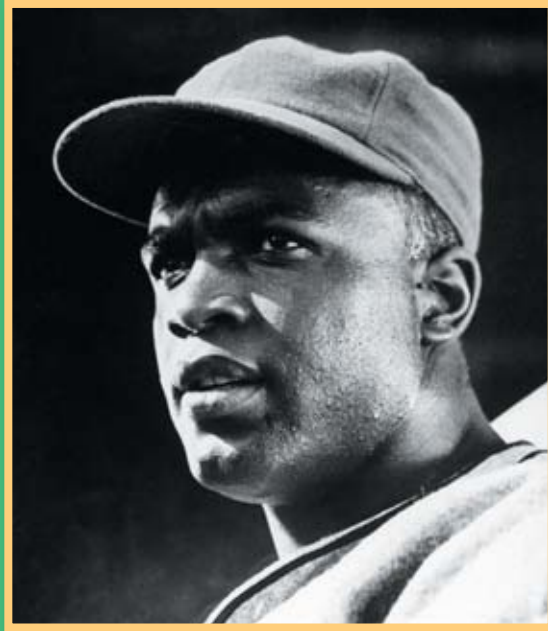
Players who have **retired** sometimes visit our baseball team at school. They are often relaxed and **poised** speakers who enjoy giving their point of view. Some of them offer a sports tip to the team that can help turn jeers into cheers!

Use the **Author's Purpose Chart** for "Team Sports" to record clues that will help you identify the author's purpose.



JACKIE ROBINSON

and the Joy of Baseball



by **Tina Freeman**

Baseball is one of America's best-liked sports. People enjoy being a part of the crowd. The noise of a bat smacking a ball on contact makes the crowd go wild. Each team has **loyal** fans that root for them to win. A trip to the ballpark can be a joyful event!

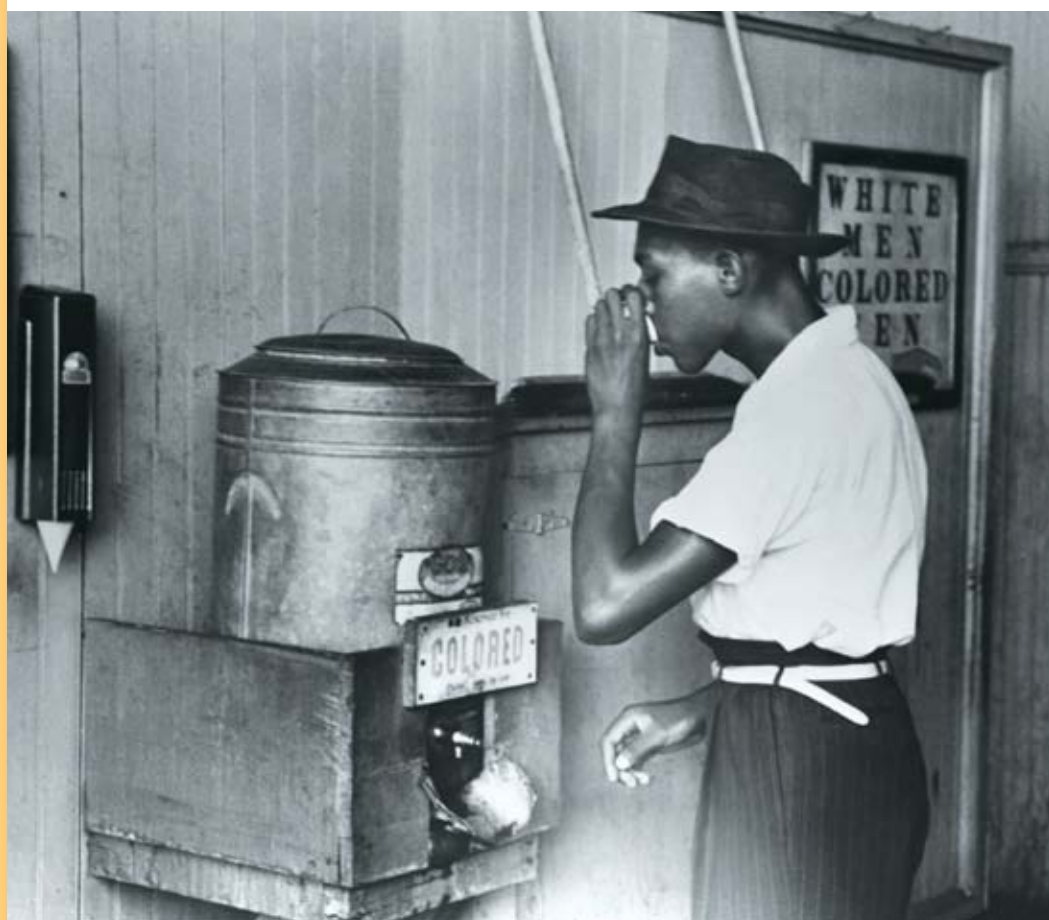
Great players have made the sport enjoyable. Jackie Robinson was one of those players. He was a great leader and ball player. His move into major league baseball was a choice that changed baseball forever.

Jackie as a Boy

Jackie was born in Georgia in 1919. At that time, black people and white people had to live apart. They had to go to different schools, diners, and restrooms.

Jackie's mom tried to find a way to **avoid** problems connected to segregation. Her family was treated poorly because they were African American. They did not enjoy life in Georgia, so Jackie's mom moved her family to the west coast.

A man drinks at a segregated drinking fountain.





Jackie and his family went to California. His mom found a good job and made more money.

But life was still hard. Jackie's family was the first black family on his block. Some people were mean to them because they were different. It was hard for Jackie to avoid his neighbors. But Jackie had faith in himself, and he stayed **poised**. He smiled and helped others. He tried to avoid fights. Jackie did not let anyone spoil his happiness.

Jackie worked hard in his classes and joined sports teams at school. He enjoyed soccer, golf, and baseball. He played hard during each game. He was a tough boy who liked to compete!

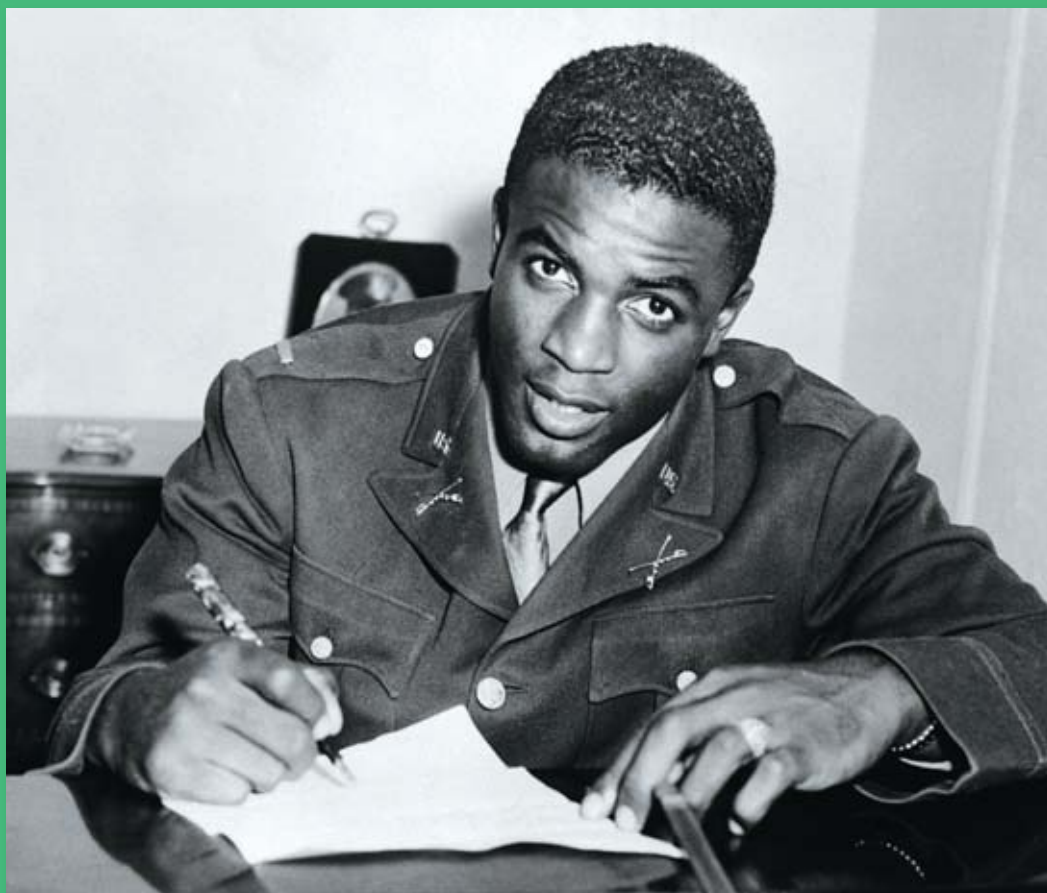
When he finished high school, Jackie went to college. He joined more sports teams. He got awards in baseball, football, basketball, and track. He even set records at the college. But Jackie did not finish college because World War II began.



Long jumper Jackie Robinson leaps through the air at a college track meet in 1940.



Jackie Robinson playing football for UCLA in 1939.



Jackie Robinson is shown in his military uniform in 1945.

Jackie joined the Army in 1942. It was not an easy time for him. He did not like it when people treated him with little compassion. Just like on a city bus, black people were not allowed to sit in the front of the Army bus. He felt the rule was wrong and unfair.

One day, Jackie became angry and decided to speak up for himself. He made a choice to take a seat in the front of a bus.

Jackie was released from the Army because of this action. He returned home and went back to playing sports.

A Great Experiment

In 1945, white players and black players did not join the same leagues. So Jackie joined an African American baseball team. Even the audiences were still segregated. White fans watched white teams. Black fans watched black teams.

The year 1946 was historic for baseball. Jackie was the first black man to join a white team. He joined the Brooklyn Dodgers.

He knew he would sometimes receive **jeers** and that fans might yell at him. His mom had told him to stand up for what was right. He knew it was right for African Americans to be in major league baseball.

Jackie Robinson packs his baseball gear in the Dodger locker room at Ebbets Field.



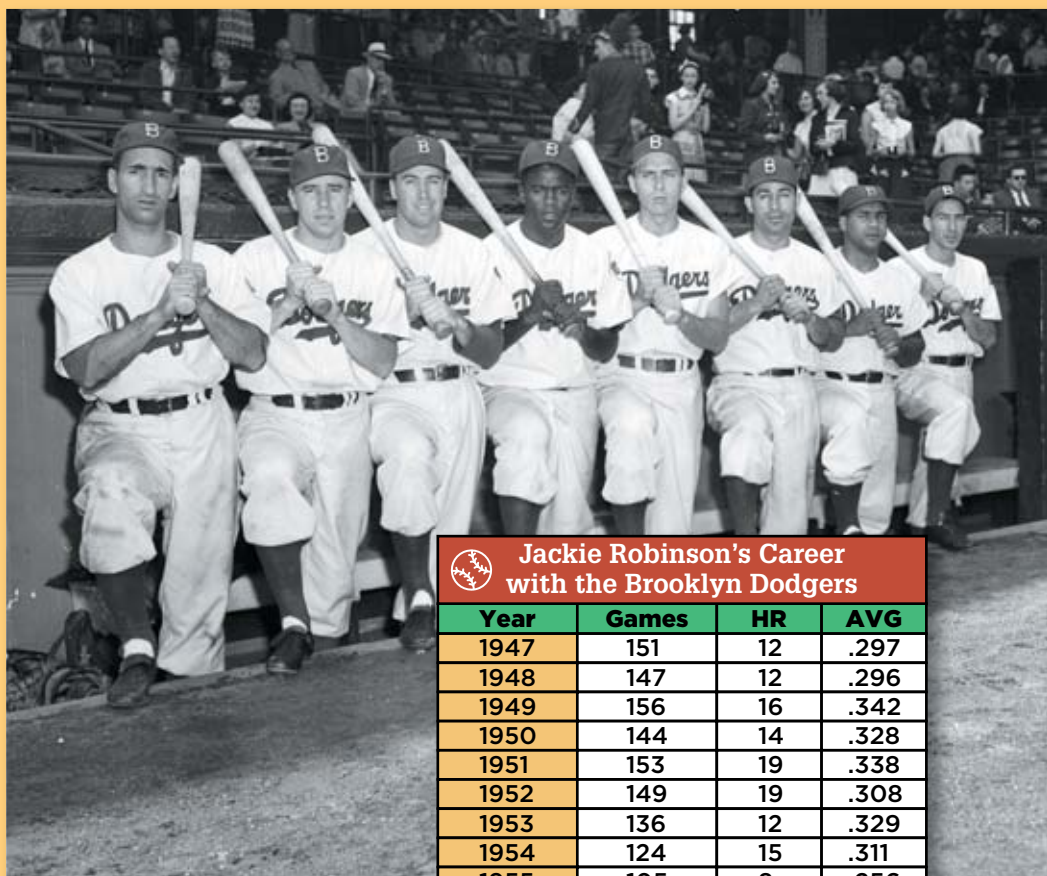


Jackie Robinson reaches home plate in 1947.

Jackie was an amazing baseball player. He hit the ball hard and ran bases fast.

Still some fans and players did not want African Americans in the major leagues. Fans made their point by throwing things onto the field. Some of Jackie's teammates did not accept him at first either.

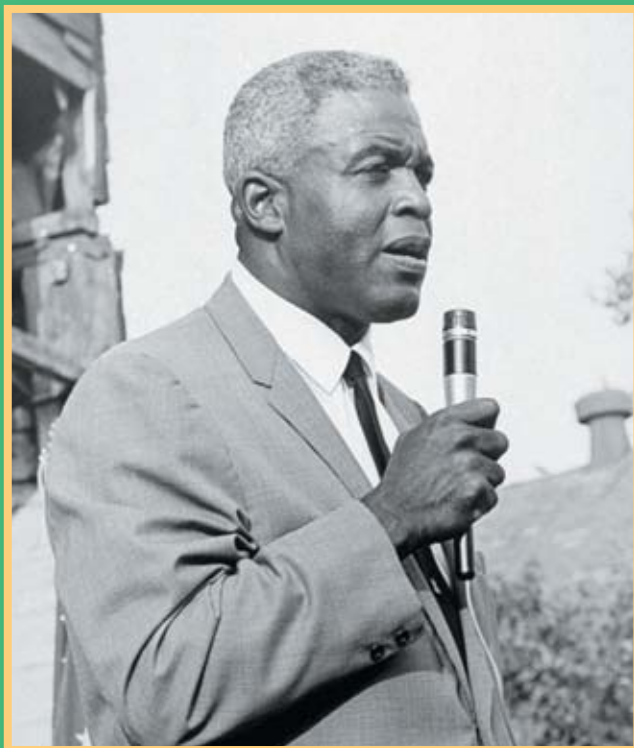
No matter what happened, Jackie did not let other people spoil his games. He stayed strong and did not react to the bad things that happened to him. He held his temper. Jackie knew that he was a role model and wanted to set a good example.



Jackie Robinson's Career with the Brooklyn Dodgers			
Year	Games	HR	AVG
1947	151	12	.297
1948	147	12	.296
1949	156	16	.342
1950	144	14	.328
1951	153	19	.338
1952	149	19	.308
1953	136	12	.329
1954	124	15	.311
1955	105	8	.256
1956	117	10	.275

Jackie was an excellent player in his first season. He won the Rookie of the Year award. Soon his involvement in baseball led to a huge change. Over time, Jackie's teammates and fans began to support him. People liked to see his exciting style of play.

Jackie played second base for the Dodgers for ten years. During these years, many teams added African Americans to their rosters. Jackie voiced his support for teams with African American players. But it was a slow process. He was **retired** for three years before every team had African American players.



Jackie Robinson speaks at a 1966 rally in Albany, New York.

Jackie stopped playing baseball in 1956. He was voted into the Baseball Hall of Fame in 1962. He stayed loyal to his cause for African American rights. He helped black men become employed as base coaches and managers for the first time in the major leagues.

Jackie became famous because of his character on the baseball field. He helped blacks and whites come together to play. The result of Jackie Robinson's voice is still with us. People will always think about the honorable way that he stood up for the rights of African Americans.

Comprehension Check

Summarize

Read “Jackie Robinson and the Joy of Baseball” again. Fill in the Author’s Purpose Chart. Then use it to summarize the article.

Clues	Author’s Purpose

Think About It

1. Why did Jackie Robinson’s mother move her family to the west coast?
2. Why was Jackie released from the Army after he joined in 1942?
3. How did Jackie’s involvement in baseball lead to a huge change in the sport? Use details from the article in your answer.
4. What was the author’s purpose for writing this article? Use details from the article to support your answer.



Write About It

Write a letter to Jackie Robinson telling him how his actions have affected our world today.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

total	handle	sample	boy
point	novel	renewal	model
travel	medal	coin	gentle

Vocabulary

mysterious	gear	vessel
chemicals	inventions	

Comprehension

FACT AND OPINION A fact is a statement that can be proven true, such as *The ship sank in 1912*. An opinion is a statement that tells what someone thinks or believes, such as *The ship is very nice*. Look for words and phrases such as *I think*, *I feel*, *nice*, and *mysterious* to help you identify opinions.

Fact	Opinion

Read "The Mysterious Sea" and then fill out the Fact and Opinion Chart.

Read

Identify the facts and opinions in this article.

The Mysterious Sea

A big vessel full of oil travels across the sea. It takes the oil to homes around the world. Sometimes the ships leak or spill oil into the ocean, and the chemicals in the oil hurt fish, turtles, and other sea life.

Some people think that cleaning the spills is a hassle. But many others don't agree. It does not take new inventions to stop this cycle of spills and leaks. It doesn't take a lot of fancy gear either. We can take little steps, such as making sure ships are safer, and that will make a big difference.

You can help by learning more about pollution and how to stop it. Then you can teach others. If we act as a team, we can get the job done!

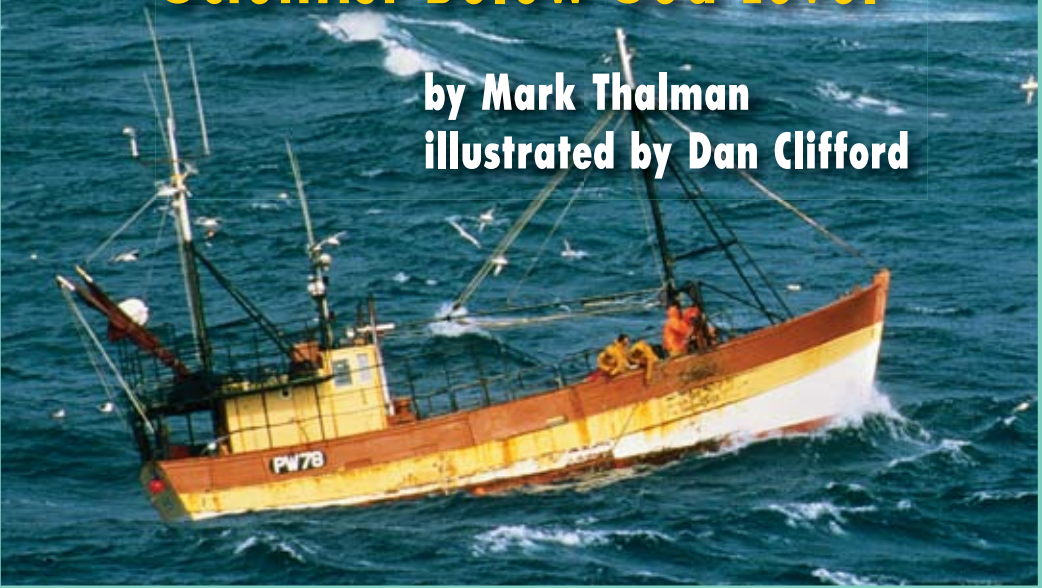
Fill out the **Fact and Opinion Chart** for "The Mysterious Sea." Then use it to identify facts and opinions in the selection.



JACQUES COUSTEAU:

Scientist Below Sea Level

by Mark Thalman
illustrated by Dan Clifford



A Simple Love of the Sea

The deep sea is a **mysterious** place. This might be the reason it has been the subject of so many photographs and films. One man who wrote novels and made films about the sea is Jacques Cousteau. He was a French scientist who studied the sea.

Cousteau liked to travel and study life undersea. When he began his studies, people knew little about life at sea. They pulled fish into boats, and they watched whales breach, jumping out of the water. But they had only viewed the sea from the surface.

Cousteau made **inventions** that opened up the huge sea world to scientists and others. He led an exciting life and made many discoveries.

When Cousteau was growing up, he liked to swim. One day, a friend took him swimming in the sea. They wore diving masks. They watched fish, turtles, and plants as they swam in circles around them. Cousteau was amazed. He liked the world under the sea. He later said that day changed his simple life. He said, “My eyes were opened to the sea.”

Jacques Cousteau prepares to dive wearing scuba gear and a wetsuit.



Cousteau wanted to know more about sea life, but he was not able to stay underwater long enough to reach deep water levels. He could hold his breath for only a little while.

When Cousteau grew up, he worked with a scientist and invented a way to handle breathing underwater. This invention was a scuba tank. It was full of oxygen. He strapped the tank on his back while he was swimming. Hoses released the air to his mouth. This tank helped Cousteau breathe underwater for a long time.

Jacques Cousteau drives his underwater electric scooter in the film, "The Silent World."





A diver in a wet suit looks at the Crescent Tail Big Eye fish in Indonesia.

Cousteau and his partner also invented the wet suit to keep divers warm in cold water. It covered the entire body and had a thick lining. It was no longer a hassle to find the right time to dive. Cousteau did not have to cancel trips or wait for warm weather.

With his new **gear**, Cousteau felt like he was able to fly. He could breathe underwater and feel like he was a part of the sea life around him. Cousteau saw a whole new world and wished to be a part of it.

Cousteau's useful inventions helped him spend twice as much time under the sea. So his team made diving pods that looked like flying saucers. They made a round, metal house and attempted to live beneath the sea for weeks.

Cousteau never planned for people to live beneath the sea forever. He knew most people would not be able to handle the deep sea as a model home. Most people would be too afraid to live in dark, cold water. However, he loved the gentle world of the sea and liked to spend many hours there.



Jacques Cousteau stands in his diving pod named "Bathyscope Calypso."



Smoke pollutes the sky in the United Kingdom.

A Little Hope for Sea Life

Cousteau and his team had seen places in the middle of the sea that no one had seen before. These voyages made Cousteau concerned about sea life. Sea creatures' lives were in danger. He saw that pollution had killed fish and plants. He began to see that this trouble was created by humans.

Many companies dumped **chemicals** in the sea and did not think about what happened later. People thought that chemicals vanished in water, but they did not. Cousteau was worried about the level of damage.



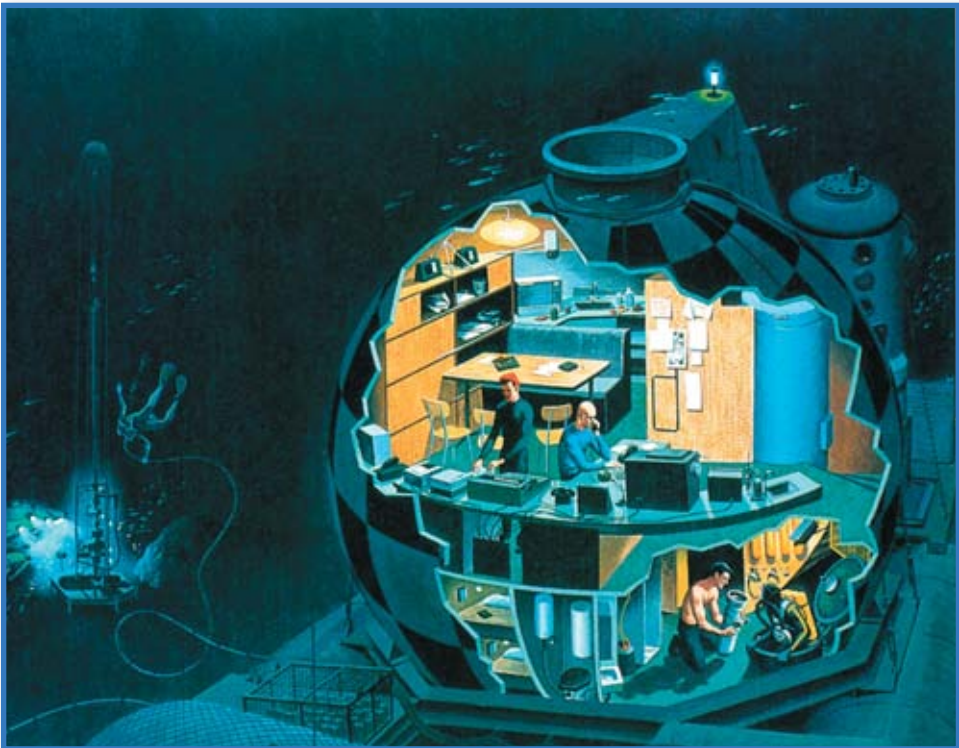
Cousteau then thought of a way to show people what was happening in the sea. When Cousteau was a little boy, he had liked taking photographs. As an adult, he wanted to make films about the sea. He knew that he could show the world what was happening.

So Cousteau changed an army ship into a traveling vessel where he made films. He showed people the first true picture of the sea floor.

Films did not solve the problem. Companies did not stop polluting. They felt it would cost too much money to stop.

So Cousteau started a group to save the sea. Many people joined him. Cousteau showed many wild places in his films. He convinced people that they had to help protect the sea. Cousteau found that the problems could be solved with new laws. He contacted governments for help. Soon new laws were made to protect sea animals and plants.

For nine years, Cousteau had a TV show. It showed what life was like underwater. It pointed out shipwrecks and treasures. It revealed strange animals. The show gave people a sample of an underwater landscape. People were amazed.



Cousteau spent three weeks living in this submarine, 330 feet below the sea.

In his lifetime, Cousteau wrote over fifty books. Cousteau and his team enjoyed traveling around the world. For forty years, they studied and filmed life under the sea. His crew filmed over a hundred TV programs. Cousteau was awarded many medals.

Cousteau once said, “The reason why I love the sea I cannot explain... When you dive, you begin to feel like you’re an angel.”

If you feel this way about swimming and diving, then perhaps you will study the sea. There is a huge world waiting under the sea for scientists to explore!



Comprehension Check

Summarize

Read “Jacques Cousteau: Scientist Below Sea Level” again. Fill in the chart. Then use it to summarize the article.

Fact	Opinion

Think About It

1. Why did people know little about the sea before Jacques Cousteau began his studies?
2. How did Jacques Cousteau first become interested in the sea?
3. What inventions helped Cousteau stay underwater for longer periods of time? Use details from the article in your answer.
4. What steps did Cousteau take to help save the sea from pollution? Use details from the article to support your answer.



Write About It

Jacques Cousteau tried to stop people from polluting by making movies. What are some other ways to stop pollution? Use details from the article in your answer.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

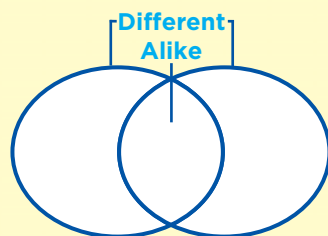
thought	also	brought	taught
almost	sparkle	jaw	halted
yawning	paused	local	gravel

Vocabulary

freedoms	protest	respect
awe	respond	

Comprehension

COMPARE AND CONTRAST When authors show how people, ideas, events, or things are alike or similar, they are comparing them. When authors show how subjects are different, they are contrasting them. Signal words for comparing include *both*, *too*, *also*, and *like*. Signal words for contrasting include *though*, *however*, and *but*.



As you read the passage, use the Venn Diagram to help you identify how people, ideas, events, or things are alike or different.

Read

Identify how the ideas are compared and contrasted.

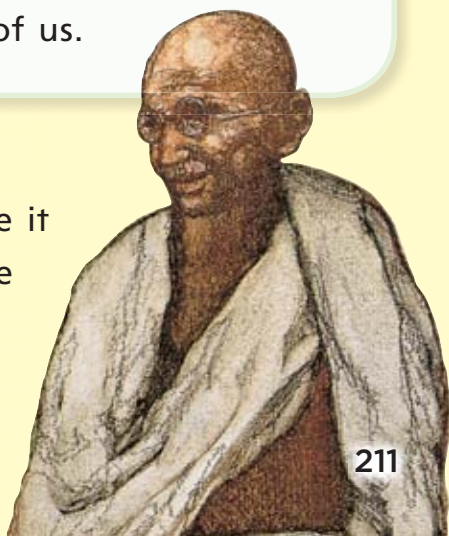
Fighting for Causes

Pause for a moment to think about those who fight for just causes. Many leaders work to gain key **freedoms** for people who have had them taken away. Some leaders openly **protest** laws that aren't fair. People often stand in **awe** of the brave leaders who have made the public aware of problems in this way.

Other leaders, however, **respond** in a different way to a need to expand freedoms. They **respect** the legal system, so they try to make new laws. Still others find no fault with the laws and believe that everyone is already treated equally.

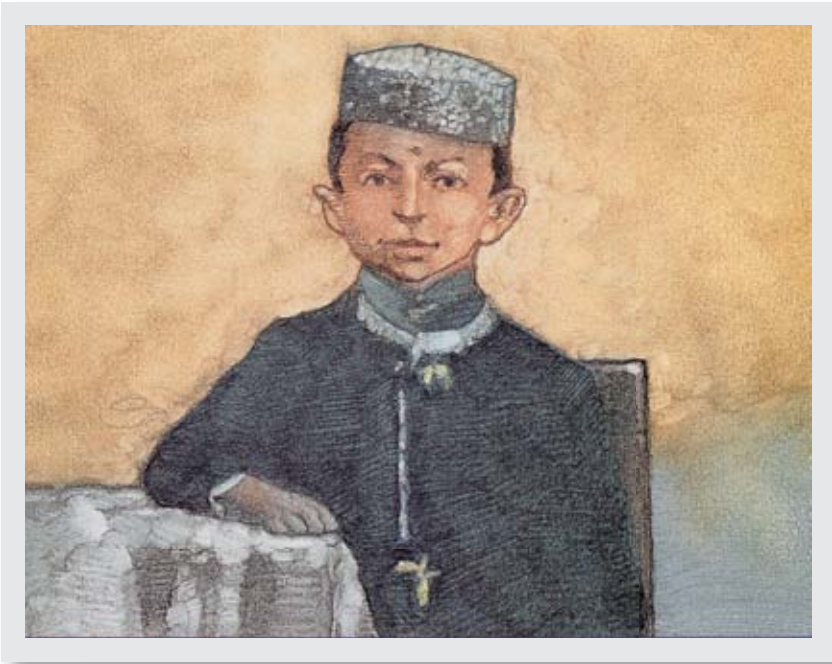
People may express different beliefs, but few would disagree that freedom and equality are important to all of us.

Fill in the **Venn Diagram** for "Fighting for Causes." Then use it to explain how the ideas in the passage are alike or different.



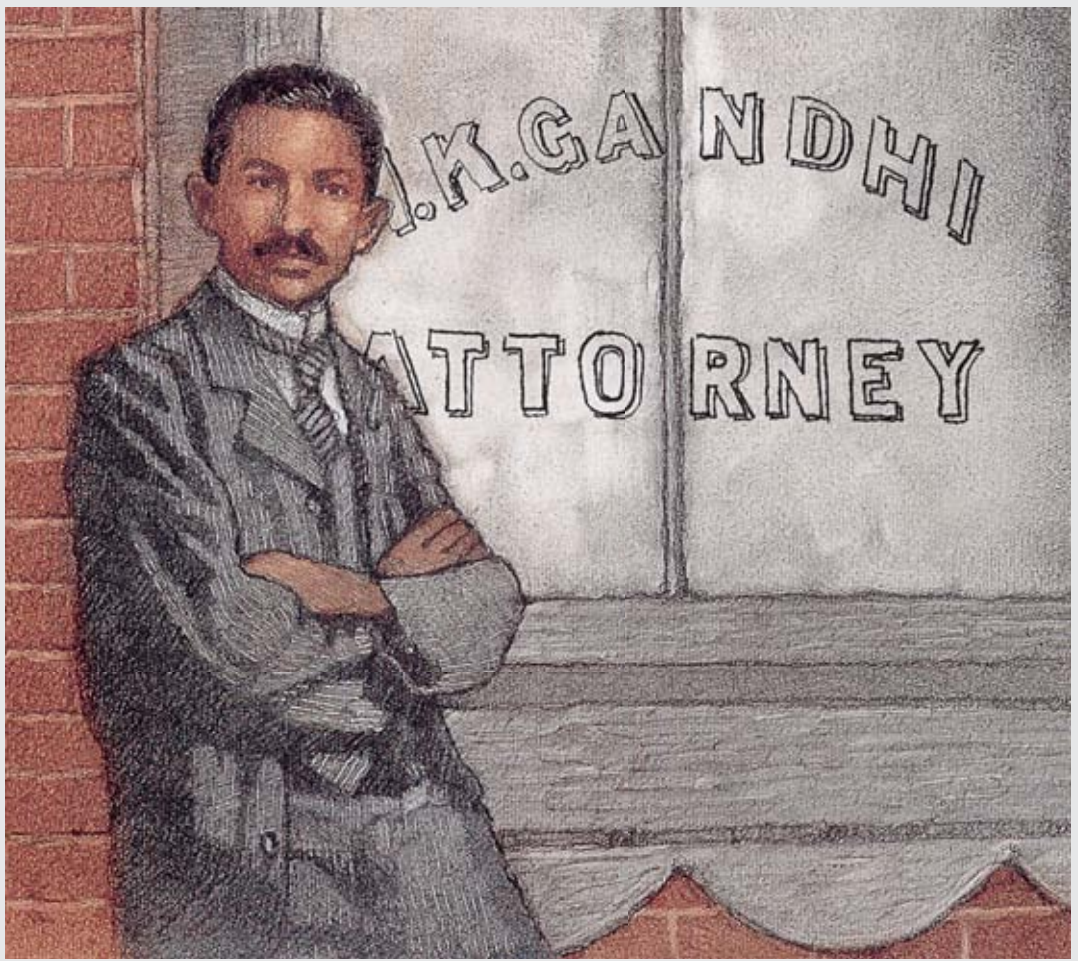
Gandhi's Causes

by Sally Osborn
illustrated by Stephen Marchesi



In 1869, a boy named Mohandas Gandhi was born in India. As he was growing up, he was shy and did not have many friends. He spent time drawing, reading, and thinking about his homeland.

As a man, Gandhi would become a well-known and beloved leader. He would put a halt to unjust laws. Gandhi worked to gain equal rights for all, but he used only peaceful ways to further his causes.

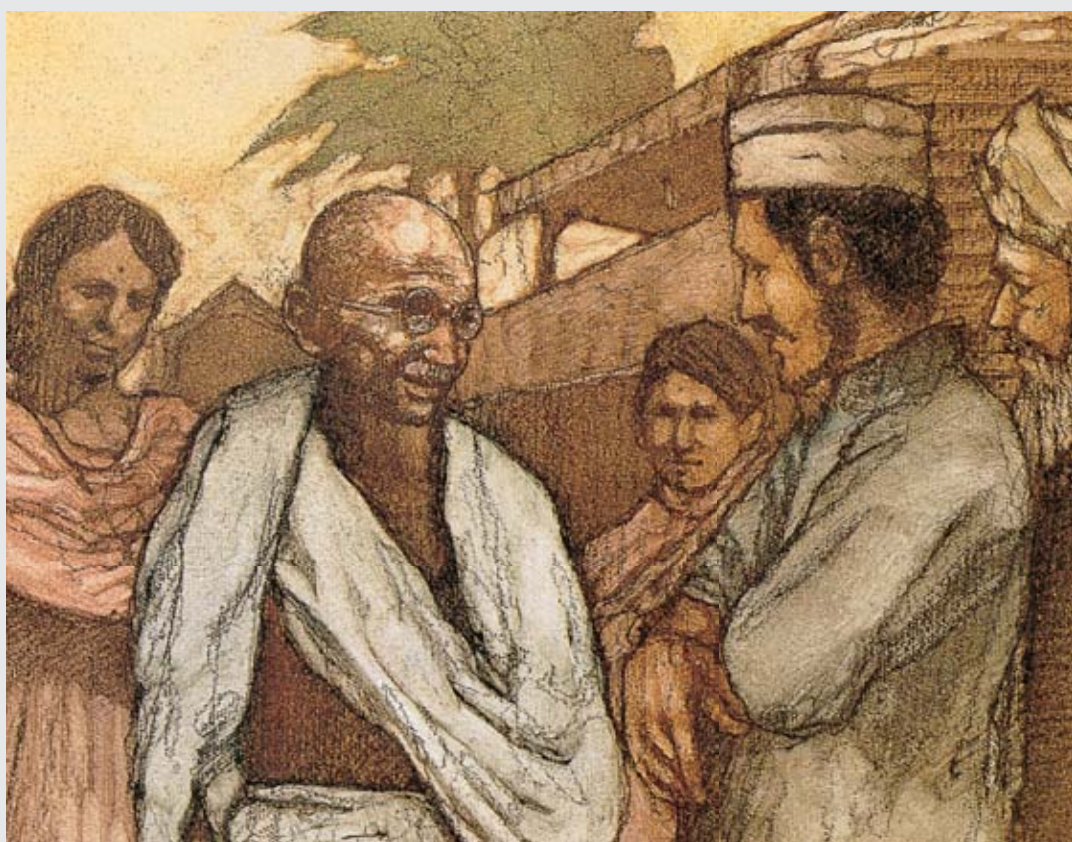


Starting as a Lawyer

Gandhi studied law in England. Then, in 1893, he got a job as a lawyer in South Africa.

One day, Gandhi was told he could not travel first class on a train because he had dark skin. He became angry. His background in law led him to think that all people should have the same basic freedoms.

Gandhi stayed in Africa for twenty years. And for twenty years, he tried to make things right.



Returning to India

In 1915, Gandhi went back home to India. He traveled all through the land. He always paused to watch people and to talk with them.

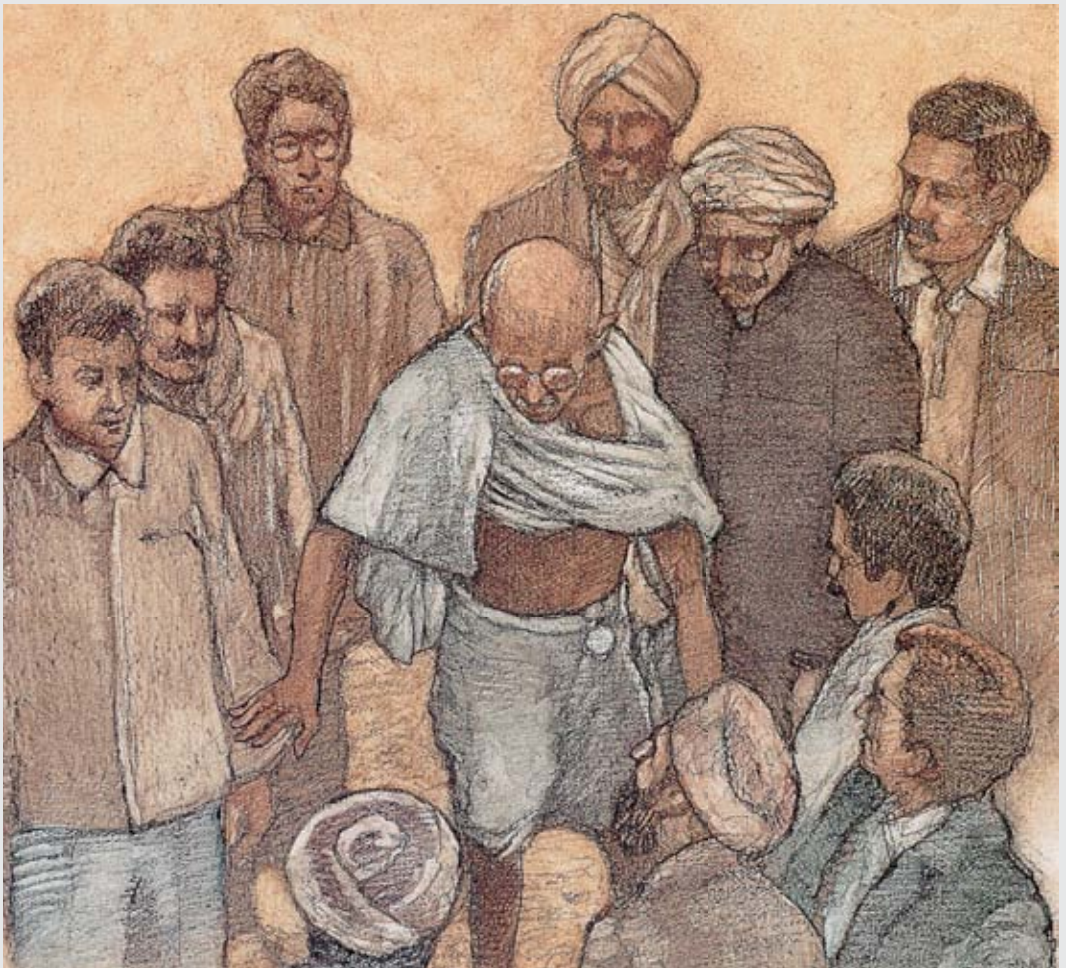
Gandhi saw problems. One was the wide-ranging power of the British, who had ruled India for a long time. They made Indians speak and read in English. And the British laws were often flawed and unfair.

India also had a class system. The upper classes looked down on the lower classes. Gandhi felt he needed to end British rule and the Indian class system.

Gandhi began speaking about making things better. He told people that British rule needed to end. Soon bigger and bigger crowds came to hear his talks about freedom.

In spite of this, Gandhi was always kind, and he did not want more than a simple and happy life. People trusted him. He made friends far and wide.

People also supported his ideas. They were in awe of Gandhi. He was called a “Great Soul.”



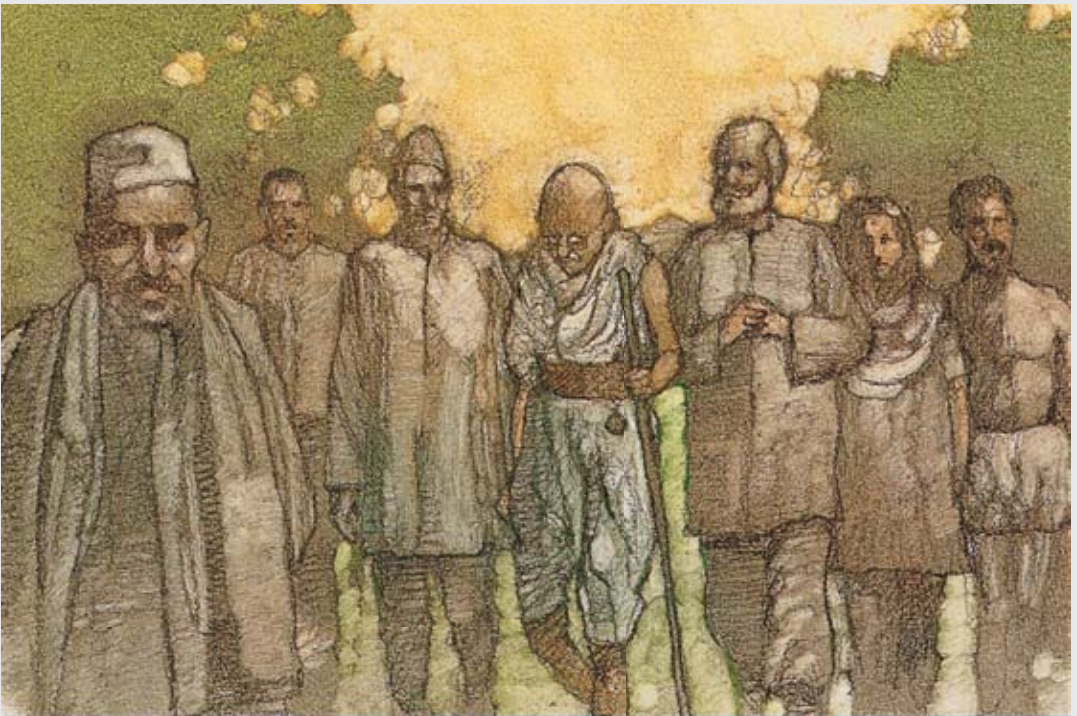
Forcing Peace

Gandhi insisted on making change without launching armed conflict. He did not want India to be hurt by a war. So he thought of a way to **protest** without harming anyone.

Gandhi told people to refuse to obey British laws. But he also told them to remain peaceful. He asked them to **respond** nicely to the British army.

During some protests, Gandhi decided to fast. *Fasting* means “not eating.” When he fasted for days to protest the treatment of mill workers, the mill owners soon agreed to increase workers’ pay.

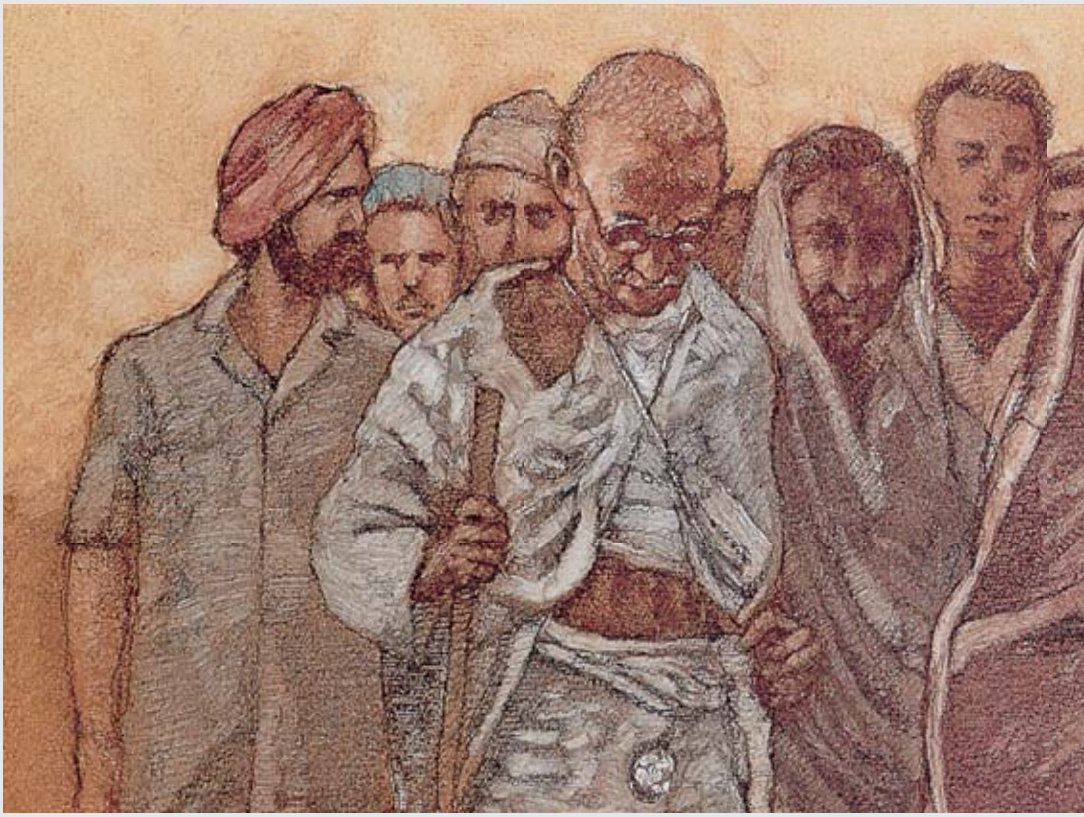
Gandhi’s protests helped change British laws.





Gandhi also taught the poor of India a way to benefit from an ordinary invention. He showed them how to spin cotton with a spinning wheel. Soon they were wearing caps and shirts made of the white cloth they made.

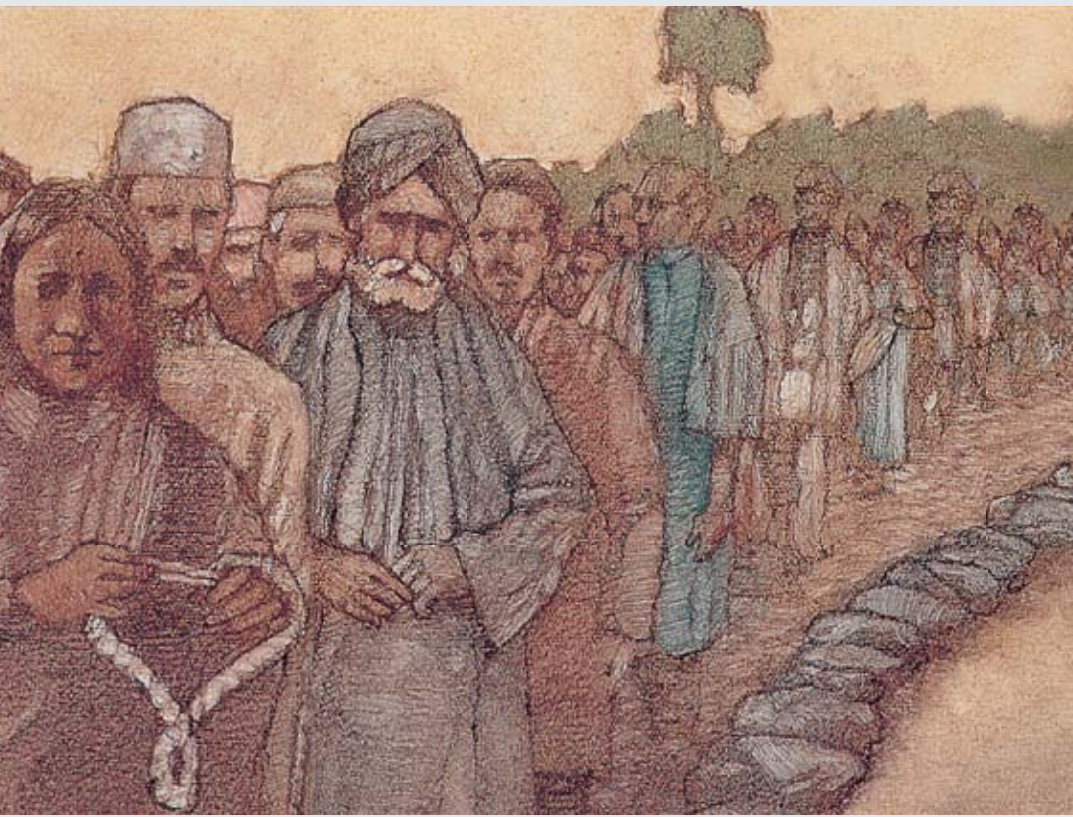
People sold the cloth to others and could save money. Now they didn't have to buy the clothes made by the British. People had new choices.



India is a hot place. For hundreds of years, people had used salt to keep food from spoiling. Under British law, however, salt was legal only if people bought it from the government.

Gandhi objected. He saw flaws in that ruling. Salt was important to Indian life. There was plenty of salt. It was unjust to make it so hard to get or to charge more money for it.

He led a protest march to the sea. When the march started, 78 people were with him. By the end of the 240-mile march, thousands had joined. They stood side-by-side with Gandhi at the sea coast.



Then he took a pinch of salt in his hand. This simple act was a clever protest of British law, and it showed Gandhi's power.

Even more Indians joined Gandhi in his protests. They refrained from using British goods, and people stopped following British laws. This style of protest seemed to work over time.

Gandhi would also speak with British leaders and lawmakers. He asked them to leave India. Soon, even people outside India joined in asking the British to leave.



In 1947, the British did leave India. After nearly 300 years of British rule, India was finally free to rule itself. Gandhi had led the people of India to freedom without having to fight the British.

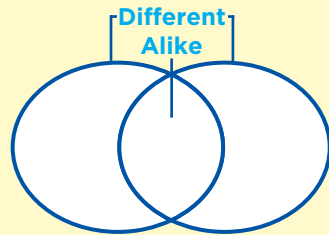
Today, people around the world still deeply **respect** Gandhi. Many have followed his example of peaceful protest.

Gandhi's cause had always been a battle of "Right against Might." His story shows how one person can truly change the world.

Comprehension Check

Summarize

Read "Gandhi's Causes" again. Fill in a Venn diagram. Then use it to summarize the article.



Think About It

1. What problems did Gandhi identify when he returned to India in 1915?
2. How did spinning cotton help poor people in India?
3. What things did Gandhi do to gain the trust of so many people? Use details from the selection in your answer.
4. How were Gandhi's protest against the mill owners and his protest against the British salt law different? How were they similar? Use details from the text to support your answer.



Write About It

Describe a problem in today's world that you think might be solved with Gandhi's ideas of peaceful protest. Tell why his methods could be helpful.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

straw	scratch	splash	scrap
crawl	struck	thrash	sprint
scrape	thread	sprawl	strive

Vocabulary

solo	nature	stunt
gearshift	attach	

Comprehension

FACT AND OPINION A fact is a statement that can be proved or checked in a reference source. An opinion is what someone thinks or believes. An author's use of adjectives can sometimes be a clue that he or she is expressing an opinion.

Fact	Opinion

Use the Fact and Opinion Chart to record the facts and opinions you identify in "Bicycling."

Read

Identify the facts and opinions.

Bicycling

Bicycles are the best invention ever. The first bike was made in Scotland in 1839. Today, a bike is still a simple machine with two wheels that **attach** to a strong frame. Later advancements have included brakes for stopping and gears for changing speeds. Riders change gears with a **gearshift** to help them pedal up steep hills.

Some bikes ride better on the street, and others can be used off-road for seeing **nature** or for sport. Mountain bikes are the most fun because they can be used to perform **stunts** at extreme biking shows.

Whether you are riding **solo**, or traveling in a group, bicycling is truly the best sport.

Fill in the **Fact and Opinion Chart**. Then use it to determine whether the article is based more on facts or opinions.





Extreme Sports

by Roger Nelson



Riding on Wheels

Whether they are done for employment or amusement, sports are awesome. There are team sports and sports you play alone. There are also extreme sports. Extreme sports are risky sports in which **stunts** may be performed.

A well-known extreme sport is skateboarding. It is done on a flat board with wheels attached. Skateboarders ride on the board and push along the ground with their feet.

If you are just starting out, you should go slow. It is always smart to wear a helmet and kneepads while skateboarding. Never skateboard on the street. There are skateboard parks where riders can do stunts on ramps.

Another sport on wheels is in-line skating. In-line skates are almost the same as roller skates, but the wheels are attached in a straight line, not in two side-by-side pairs. Kids like using in-line skates because they can skate faster on them and even do tricks. Skating, instead of riding in a car, also reduces pollution.

Doing tricks on in-line skates can be unsafe, however. It is easy to fall, and you may get hurt. To avoid scrapes and scratches, you should wear protective gear while in-line skating. If you are careful, then in-line skating can be a fun and safe extreme sport.

In-line skaters protect themselves by wearing helmets and kneepads.



In-line skating is a lot like ice skating. In fact, in-line skates were invented so hockey players could practice skating without ice. Like in-line skating, speed skating on ice is an extreme sport.

In short track speed skating, skaters race each other around a rink. Skaters bend down at an angle to gain speed. Races are done in teams, and the final race is between the winners from each team. This makes it a team sport and a solo sport.

Short track speed skaters must quickly spring into action. A lot of short track speed skaters crash and get breaks and sprains.

A speed skater competes in a short track event at the U.S. Championship.





Bikers from Greece, Mexico, and Japan compete in the second stage of the 2004 World Cycling Cup.

Another racing sport is bike racing. In a bike race, riders sprint up and down hills and across level land.

Racing bikes are built for speed. Even the clothing bike racers wear helps them go fast. During a race, riders can become very hot, so they must drink a lot of water.

In a bike race, the riders ride right next to each other. Though they must be able to race fast, they must also respect each other during the race.

As in short track speed skating, bike racers can tumble into each other. Crashes have hurt a lot of riders. If a rider is badly hurt, he or she has to leave the race.

BMX racing is an extreme kind of bike racing. A BMX bike is light and made to go fast over hills. This type of bike is also made without a **gearshift**.

BMX racing tracks are made of dirt and have many bumps, ruts, holes, and skid marks. Audiences like to watch the bikes screech over hills and jump through the air.

BMX racers practice hard. They must be able to race quickly and also take a lot of risks. BMX racers fall and crash a lot, so they can get hurt. BMX racers must wear helmets and masks to protect themselves.

A BMX racer jumps in the air during a competition.





A snowboarder glides
down a mountain.

A Focus on Nature

An extreme sport that is done in the wintertime is snowboarding. Snowboarding is to snow as skateboarding is to pavement. Snowboarders often use the same trails that skiers do.

A snowboard is long, wide, and polished so that it glides easily over the snow. It responds to the movements of its rider. He or she can perform jumps and spin in the air. There are contests in which snowboarders' tricks are judged.

Snowboarders wear helmets and goggles. They also wear suits to keep warm in the cold air and snow.

In the summertime, people like to go hiking in the mountains. Sometimes called “rambling,” hiking gives people a chance to enjoy **nature**. On rambles, hikers pause to look at many kinds of plants and animals.

Hiking is a good sport for getting exercise. There are not a lot of fees to pay, and hikers also have the freedom to choose the kind of trails they like.

Hikers hike alone or in groups. It is much safer to hike in a group or with a buddy. Hikers should stay on the hiking trail so they will not get lost.

A mother and daughter climb a brush-covered mountain.



A woman rock climbs in Sequoia National Park in California.

Good hikers can become rock climbers. Rock climbers climb up the sides of mountains using only their hands and feet. A climber has to be in good shape to climb up a big mountain!

Climbers **attach** themselves to a rope on the top of the rock. This rope keeps them from falling if they lose their grip. A rock climber doesn't want to be stranded without a rope. That would be awful.

Rock climbers wear helmets in case they fall. They must also wear boots and gloves. These help them hold on to the sides of the rocks.





A kayaker steers a kayak in the Kanaskis River in Canada.

There is even an extreme sport that can be done in rivers. It is called kayaking. A kayak is a long, narrow boat that is mostly closed up. The kayakers slip in through a hole at the top, and their legs fit down the front. They use a two-sided paddle to steer the kayak past rocks in the rushing river.

Kayakers learn how to roll the boat upright again if it tips over in the water. This is frightening, and kayakers must wear a helmet and a life jacket at all times.

Extreme sports like all the ones described are risky and thrilling. With practice, however, they can be both fun and safe.

Comprehension Check

Summarize

Read "Extreme Sports" again. Fill in a Fact and Opinion Chart. Then use the chart to summarize the selection.

Fact	Opinion

Think About It

1. What makes BMX bike racing different from regular bike racing?
2. The author states that kids like using in-line skates. What reasons does he give?
3. Which of the sports described involve the use of wheels? Use details from the article in your answer.
4. For which of the sports described is it necessary to race against other athletes? Which sports can be done at your own pace? Use details from the article to explain your answer.



Write About It

Choose an extreme sport from the selection.

Write a letter to someone who wants to try the sport, and describe how he or she can stay safe.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

looked	goodness	notebook	would
scratch	uncooked	strive	woolen
wooden	should	mistook	splash

Vocabulary

recital	opera	event
lessen	increase	amused

Comprehension

AUTHOR'S PERSPECTIVE An author often has an opinion about his or her subject, and this perspective may be stated directly or implied. To evaluate whether an author is trying to persuade the reader to accept a certain point of view, look for clues that reveal the author's perspective.



Use the Author's Perspective Web to help you record clues about the author's point of view in "A Good Show."

Read

Identify the author's perspective.

A Good Show

Ling was excited when she went to see her first **recital** in China. Her father took her to see the **opera** "Prince Chen." This, like all opera in China, was a big **event**.

Ling remembers entering a huge theater. The chatter of the audience began to **lessen** as the sound of the music began to **increase**. Then the stage lights came on. The actors looked splendid as they began singing and dancing. The opera so **amused** the audience that the whole theater shook with applause at the end.

After the show, Ling said, "I can't wait to go again. I wish I could meet the actors."

Fill in the **Author's Perspective Web** for "A Good Show." Then use the web to figure out the general perspective of the author.



Hooked on Dancing

by Burt Graves

illustrated by Steve Cieslawski

Ling sat quietly as she waited for her dinner to be cooked. She was looking forward to the evening's event. She mostly wanted to watch the dancers on stage. Her father had told her how the dancers in this show glide high above the sets, which look like the roofs of houses, flowing rivers, and huge trees.

"It is not like you to be this quiet," said Ling's grandma.

"Are you thinking about the last recital you saw?"



Ling's Childhood Dream

“Yes, I am thinking about the recital last year,” nodded Ling. She had seen her first **opera** in China with her father. Opera is a tradition in China. Everybody knows the stories because they see them over and over.

Ling and her grandma had tickets for *Lady White Snake*. This was to be the second opera Ling would see. It employed the same style of dance as the first show she saw. Grandma liked *Lady White Snake* and called it “the best of all shows.”

Chinese operas have been performed for almost 1,000 years.





Grandma had seen *Lady White Snake* many times. But each time, the face paint, dancing, and singing were a bit different.

“Some operas are based on real events,” she told Ling. “Others are made-up tales with a moral.”

At this performance, Grandma knew one of the dancers. When she and Ling got to the theater, they went backstage and stood quietly as the dancers prepared for the show. Then Ling was allowed to try on one of the costumes. As she struck poses in the mirror, she looked like a fierce warrior.

Ling and her grandma spoke with Grandma's dancer pal in the dressing room. The female dancer played the part of a male fighter. This happens often in Chinese opera. In the past, women were never in shows. Now they paint their faces to play the parts of men.

The dancer was hurrying to get on stage and motioned for Ling to take her seat. She did not need Ling's costume. Ling was thrilled to be wearing it.





In Chinese operas, the clown roles are named “Chou.”

Ling and Grandma sat in their seats as the lights went down. All the actors came on stage. Each one had a special way of singing and dancing. The fighters sang in a high voice and seemed to float around the stage.

The dancers fought with swords. They twirled around the stage in bright clothes. The crowd loved their stunts.

Then clowns came on. They were funny and amused the crowd. Ling enjoyed all the dazzling sights and thrilling sounds of the opera.

The Path of a Dancer

The story ended, and the audience clapped and cheered. The dancers bowed as the curtain came down.

When everybody moved to the exit, Ling and Grandma walked backstage. Ling was in awe of the dancers and wanted to ask them questions about how they trained. She also wanted to know more about the history of *Lady White Snake*. If only she could dance in a show like this when she grew up!

“Can you show me how to dance?” Ling asked a dancer.

Colorful costumes and face paints are used to show a character’s personality.





Ling looked and felt like a dancer in her blue costume. She tried to move like the dancers.

One dancer handed Ling a spear used in the show and modeled jumping high off the ground and landing on one foot. Ling tried to do the same, but she only jumped a part of the height the dancer did.

“How long has this opera been performed?” Ling asked.

“This is an old story,” the dancer explained. “Dancers have played these characters for hundreds of years.”

“I am thrilled to have a part in this play,” said the dancer. “It took me many years of training to be cast in this opera.”

“It takes a lifetime of practice,” a different dancer agreed. “We start at a young age. It is a huge honor to be chosen. When you are picked for a show, it becomes the sole focus of your dancing. There is also little time to play or to spend with your pals. I take dance lessons and read books to **increase** my skills. It is a difficult profession.”

Performers fight to the beat of the music from the orchestra.





Female characters usually sing with high and squeaky voices.

“Studying dance does **lessen** your free time,” said Grandma. “And China is the only nation that has teachers for this type of dance. You will need to move there for lessons.”

“Maybe I should start with other kinds of dance here,” Ling decided.

“I think that is a good choice,” said Grandma. “But I am pleased that you value this historic art form.”

“I do. I will never tire of it!” Ling said. “And I agree with you, Grandma. *Lady White Snake* is the best show!”

Comprehension Check

Summarize

Read “Hooked on Dancing” again. Fill in an Author’s Perspective Web as you read. Then use it to summarize the story.



Think About It

1. Why was Ling so quiet at dinner?
2. Why don't the dancers in the Chinese opera have much free time?
3. In what ways is Ling's second visit backstage different from her first visit? Use details from the story to explain your answer.
4. From the author's perspective, is learning how to dance in Chinese operas a worthwhile pursuit? Use details from the story to support your answer.



Write About It

Write about a time when you decided to try learning something you really wanted to do. Explain what prompted your decision.



Skills and Strategies

Decoding

Decode these words. What do you notice about the vowel spellings?

fact	scrape	paste	small
actions	maintain	label	took
afraid	outlast	stage	spray

Vocabulary

venture	damaged	curious
texture	entrance	blind

Comprehension

AUTHOR'S PURPOSE Authors write for three basic reasons: to inform, persuade, or entertain. To inform, writers present information about a topic. To persuade, they try to convince readers of their opinions. To entertain, they create a story for enjoyment.

Clues	Author's Purpose

As you read "Louis Braille," use the Author's Purpose Chart to record important clues that can help you identify the author's purpose for writing.

Read

Identify the author's purpose for writing.

Louis Braille

Louis Braille was born in France in 1809. As a boy, he used to watch his father make shoes. Louis loved the **texture** of the materials his father used and was **curious** about the work he did. One day, when his father was not watching, Louis picked up a pointed tool his father used. It slipped and **damaged** his eyes. Not long after this, Louis lost his sight and became **blind**.

At the age of 10, Louis passed an exam to gain **entrance** to a school for blind children. It was there that Louis began the greatest **venture** of his life. He came up with a system of raised dots that the blind could use to read and write with their fingers. Today that system is called Braille after Louis Braille.

Fill out the **Author's Purpose Chart**. Use the chart to find the author's purpose in "Louis Braille."



Anne Sullivan: A Valuable Teacher

by Sherrie Goodman
illustrated by Jessica Clerk



Aid for Helen

In March 1887, a young woman named Anne Sullivan arrived at a small farmhouse in Alabama. Waiting to meet her was a little girl named Helen Keller. Anne was going to be Helen's teacher. She was about to begin the most rewarding **venture** of her life.

Helen was both **blind** and deaf. She could not see or hear. Back then, people thought blind children were unable to do things. Blind children were often ignored.

The events of Helen's life reminded Anne of her own childhood. Anne went to an orphanage after her mother died. Then she was sent to a home for blind children even though Anne was not totally blind. The special school was called Perkins School.

Anne had a fine home at the school. She asked the teachers there to teach her how to read. Unlike many blind children before her, she soon learned to read and write.

Anne's actions as a student helped her become a good teacher. She could help other blind children learn to read. She studied how to teach blind children. Now it was her goal to help Helen.





Helen was born with both sight and hearing. At a young age, the little girl became very sick. Her doctor thought she might die.

Helen did not die, but the disease **damaged** her eyes and ears. She could no longer see or hear. Her parents knew that the failure of these two senses would change her entire life.

Since Helen couldn't hear, she couldn't form words. She had total blindness, so she couldn't play in the same way as other children. But she never lost her **curious** nature. She explored the world by touching, tasting, and smelling.

As she got older, Helen became angry and frustrated. She couldn't easily share her feelings.

Mrs. Keller knew that her daughter was smart. She assured Helen that she would look for someone to help her. She had read about the Perkins School where Anne Sullivan lived. Mrs. Keller saw that children like Helen could learn to read books and write. She asked the school if they would send a teacher for Helen.

The people at Perkins School knew if anyone could help Helen, it was Anne. They asked Anne Sullivan to be Helen's teacher, and Anne agreed.





Helen Learns from Books

At first, Anne found Helen hard to teach because the little girl kicked her and screamed at her. But Anne knew she had to earn Helen's trust. Anne withstood Helen's actions and was calm and gentle with her. Over time, Helen's nature changed, and she began to trust Anne. Then Anne began to teach Helen how to read.

Anne put an object into Helen's hand, letting the girl feel its **texture**. Then she traced letters into Helen's palm with her finger, spelling out the name of the object. For a long time, Helen struggled to understand what Anne was trying to do. She thought Anne was trying to amuse her.

One day, Anne took Helen out to a well on the farm. Helen held her hand below the cold water, and Anne traced letters into Helen's palm. All at once, Helen realized that the traced letters captured the name of the cold, wet feeling. She got it! The motions spelled water.

Helen worked hard to learn more words. She said, "I did nothing but explore with my hands and learn the name of every object that I touched."

Anne took pleasure in the fact that her sessions had reached her student. Reading and writing would be a way for Helen to speak and listen to others.

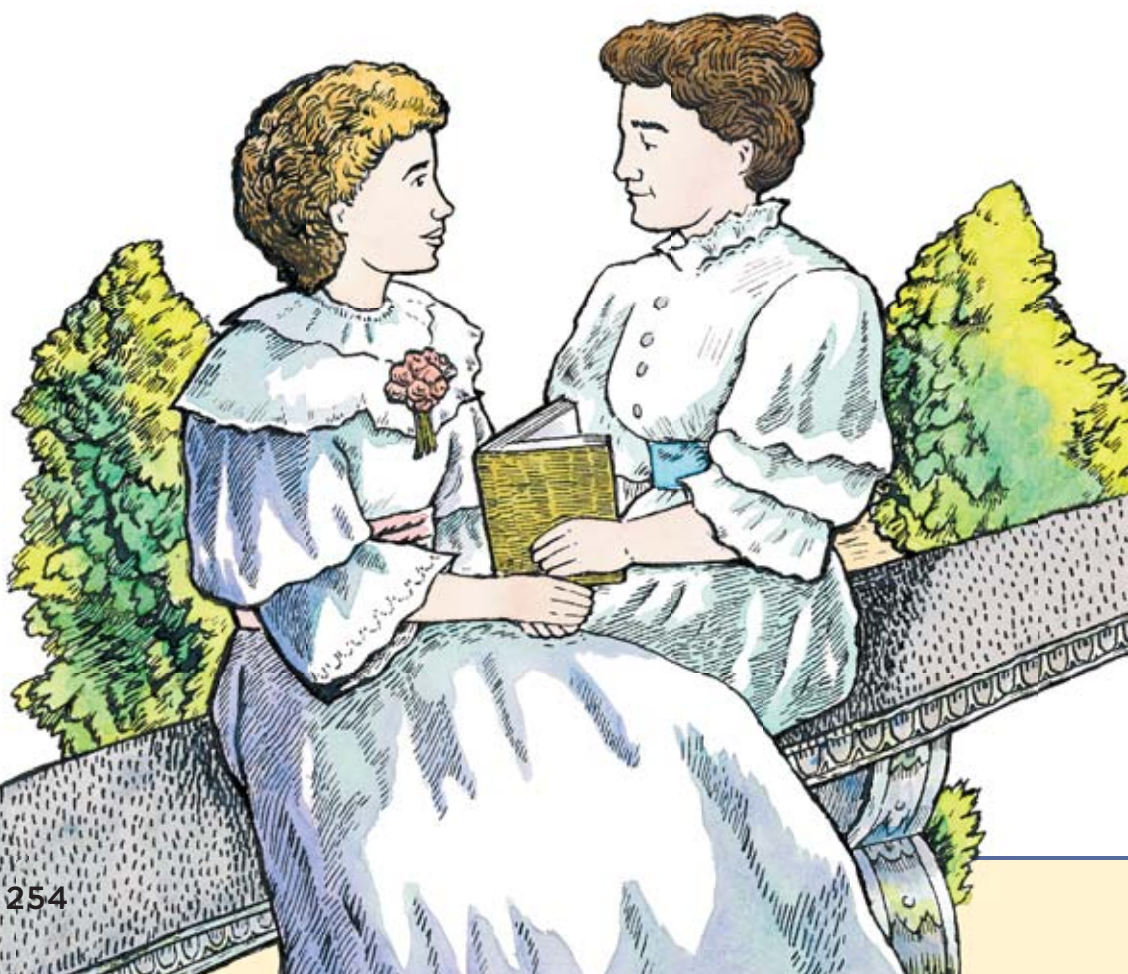




At first, Anne used lessons designed by her old teacher. But Anne saw that Helen was bored by these lessons. She knew that this method would not work.

Helen had lots of energy and enjoyed being outside. She liked nature. Helen wanted to be able to smell and feel the world. Anne wanted Helen to like learning as much as she liked the outdoors.

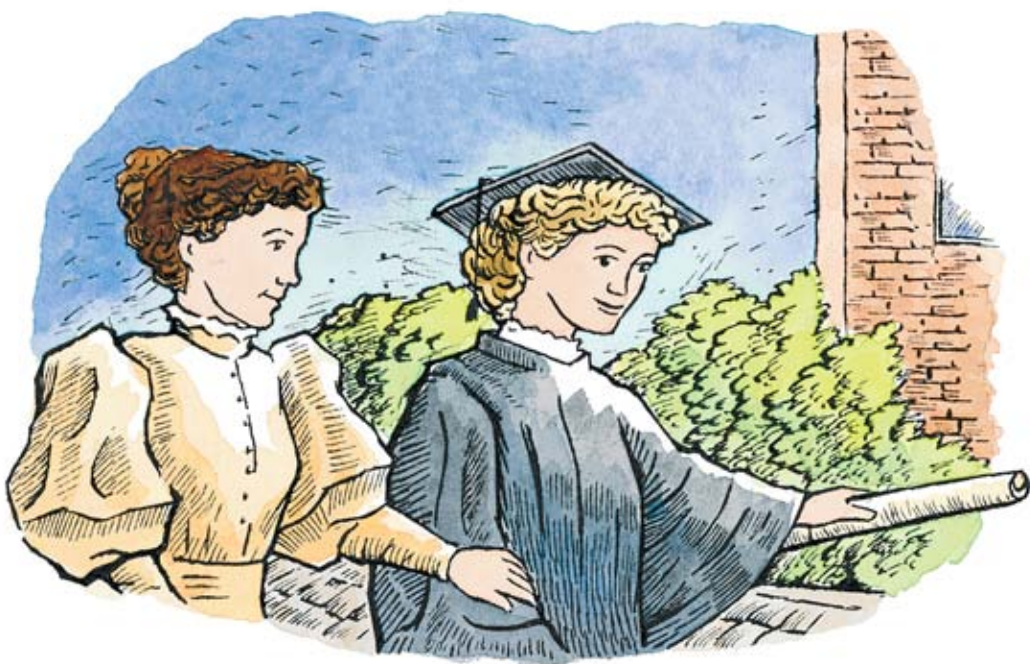
So Anne thought of a replacement for the classroom to teach Helen. She allowed Helen to explore the world. Then she fit the lessons—spelling and counting—into Helen’s outdoor play. Now Helen learned with increased speed.





After a while, Anne felt that Helen would learn more in a school. Helen was eager to learn and wanted to meet other students and teachers. So Anne took Helen to her old school during the winter months. Helen spent time with teachers other than Anne. She also got to meet other blind students.

Helen took pleasure in her studies with other children. She soon had a lot of pals. She fit into a group. They even had their own culture. Helen could read books made for blind students. Anne stayed with her in class. When the teacher spoke, Anne gestured the words of the lesson into Helen's palm.



Helen wanted college in her future, so Anne helped her apply. Helen did not want the college to think she was different from other students. She took a test to gain **entrance** just like everyone else. The college accepted her. Anne was pleased and proud. She stayed with Helen through college so she could explain the lectures to Helen. Because of Anne's help, Helen finished with her class. She got good grades and earned top honors.

Year after year, Anne watched Helen overcome many problems. Helen always thought of Anne as a close, dear friend. She called the day that she met Anne her "soul's birthday."

Comprehension Check

Summarize

Read “Anne Sullivan: A Valuable Teacher” again. Fill in the Author’s Purpose Chart and use it to summarize the selection with a classmate or as a class.

Clues	Author’s Purpose

Think About It

1. How did Helen Keller lose her sight and hearing?
2. How did Anne Sullivan first begin to teach Helen how to read?
3. In what ways did Anne help Helen after she went away to school and then college? Use details from the selection in your answer.
4. Was the author’s purpose for writing to inform, to entertain, or to persuade? Use details from the selection to support your answer.



Write About It

What other difficulties do blind and deaf people have? How can other people help them?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

mine	brave	trip	did
high	hills	private	climbed
sad	satisfy	face	skies

Vocabulary

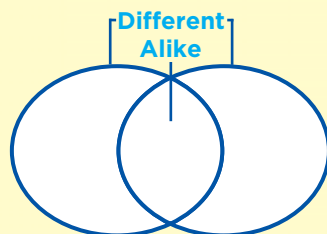
decades	nutrition	determination
survival	villagers	

Comprehension

COMPARE AND CONTRAST

When you compare, you tell how things are alike. When you contrast, you identify how things are different. Signal

words such as *both*, *also*, *but*, and *however* show similarities and differences. Comparing characters, events, and settings can help you draw conclusions and organize the information in a story.



As you read “Then and Now,” use the Venn Diagram to compare and contrast characters.

Read

Compare and contrast Len and his great-grandfather.

THEN AND NOW

Most of the villagers had faith that Len would solve their water crisis. They needed water to grow plants for good nutrition.

The villagers had also trusted Len's great-grandfather. He was a confident man who had loved his family. He was also a great problem solver. Decades earlier, the village had faith that he would be able to find water when they needed rain. This would insure their survival. He worked with determination. The village respected him.

Len hadn't earned their respect yet. Tonight is Len's big chance. Len is frightened he will not succeed like his great-grandfather. He wants to make everyone proud.

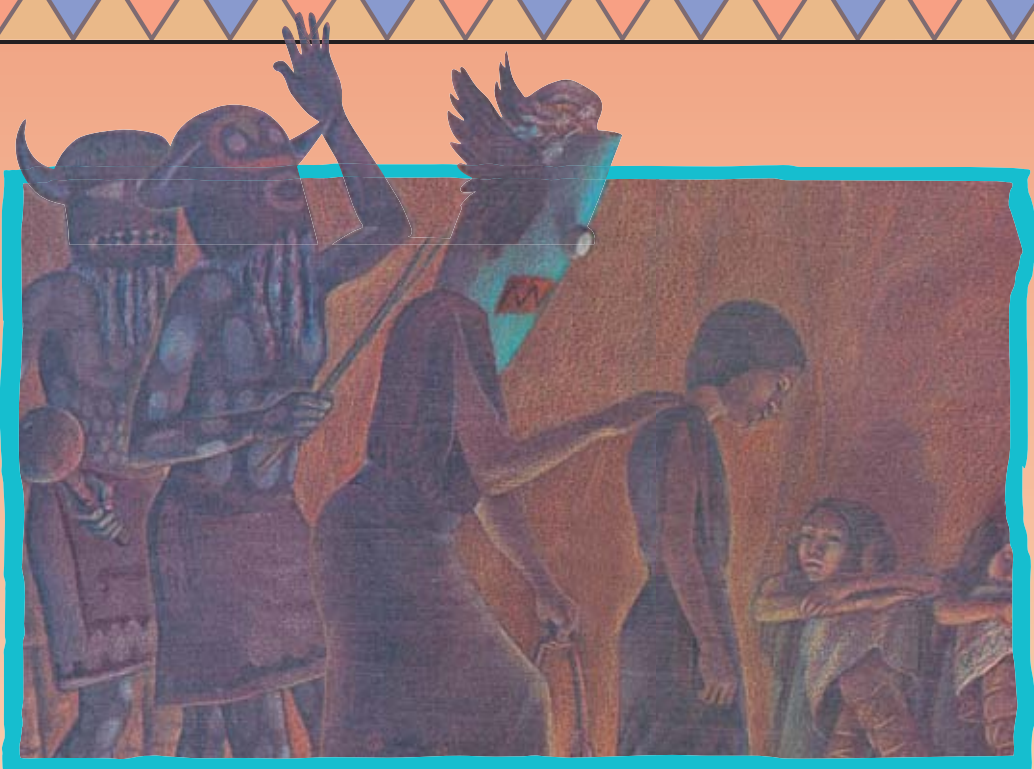
Fill out a **Venn Diagram** for "Then and Now." Then compare what you know about Len and his great-grandfather.

A Trip to Find Rain

by Raymond Crash
illustrated by Louise Monjo

After a hot, dry summer, the villagers were scared. Their land was too dry. The planting had neared completion, but there was no rain yet. The crops were dying under the scorching hot sun. Even the rivers were almost dry.

The villagers feared they might not have enough food to last the winter. They needed crops to grow for nutrition and survival. Families needed to be careful not to waste food. Winter would be coming soon, and the food from last year's harvest was running out.



A Trip

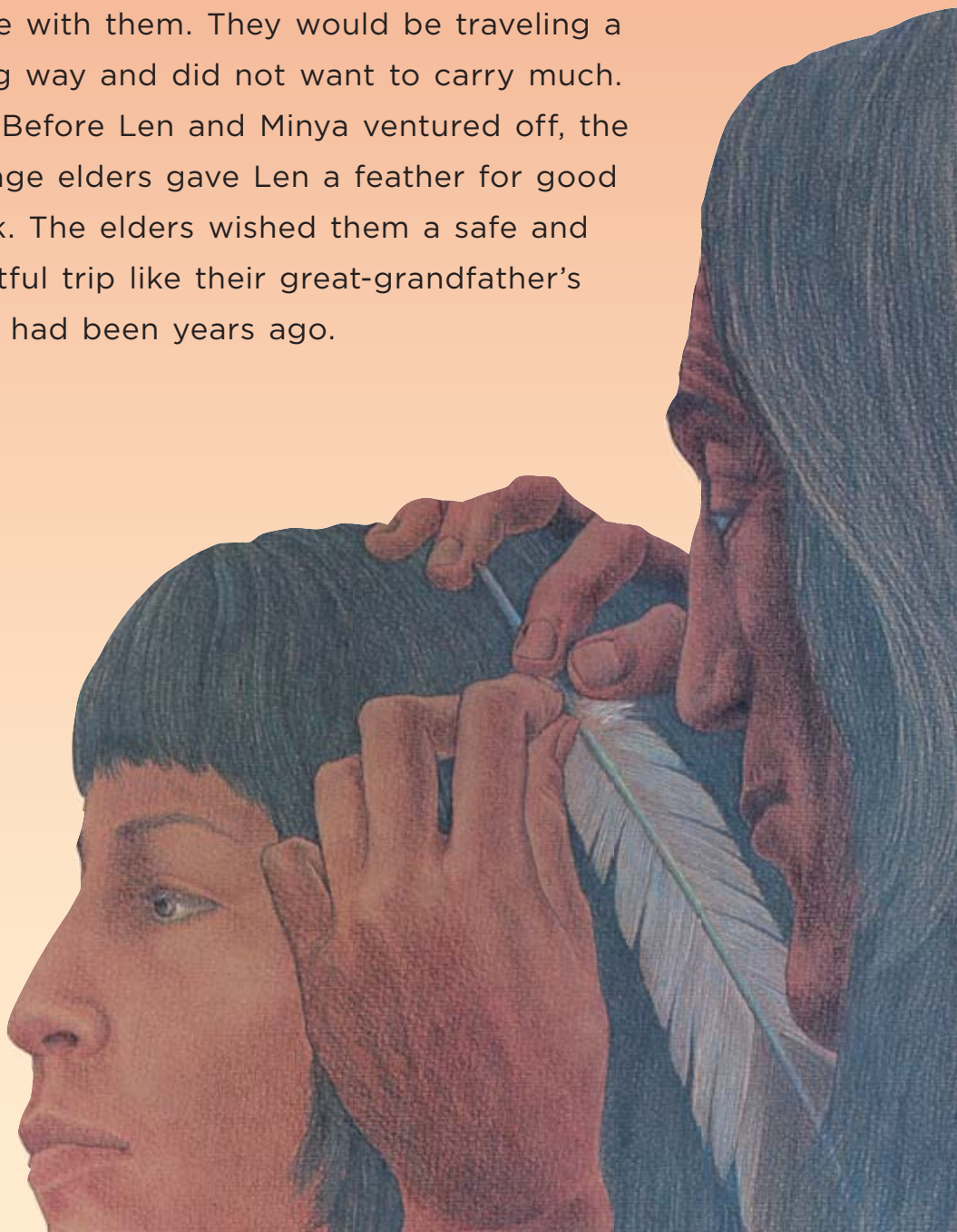
But after weeks passed with dry and sunny skies, the villagers could not wait for rain any longer. Then someone made a suggestion. One of the villagers had to leave to search for rain. They made a decision that night.

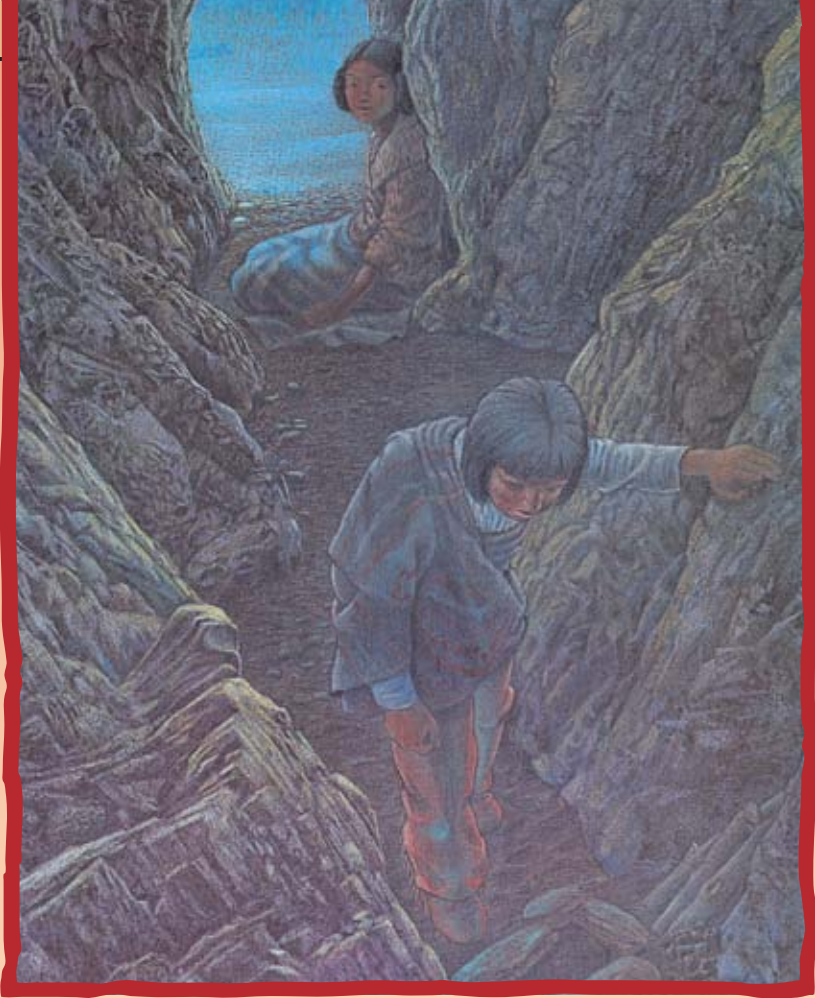
For this occasion, people in the village gathered around a fire. They dressed in bright clothes and danced to bring rain. The elders decided a boy named Len was the chosen one. He was to leave and find the cause of the drought. Len's great-grandfather had found rain for the village years before. He had to find rain before returning home. The villagers hoped Len would be able to bring rain like his great-grandfather had years ago.

The village elders did not know how long it would take Len to find rain. Len himself feared he might not find an answer. But Len wanted to save his village. He did not care how hard the trip would be.

To support Len on his harsh trip, his sister, Minya, decided to go with him. Len and Minya took very little with them. They would be traveling a long way and did not want to carry much.

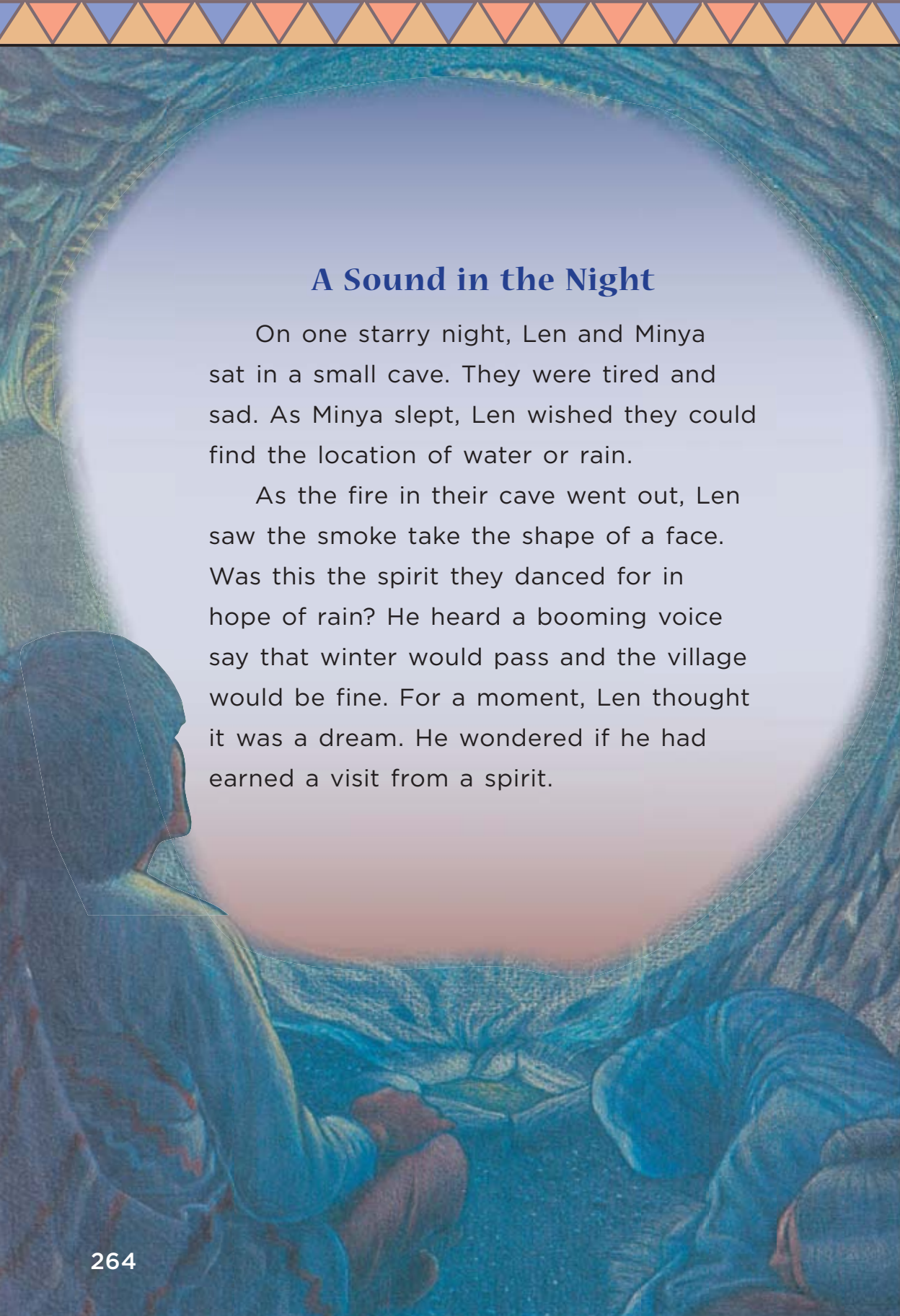
Before Len and Minya ventured off, the village elders gave Len a feather for good luck. The elders wished them a safe and fruitful trip like their great-grandfather's trip had been years ago.





Len and Minya climbed hills and walked along creeks for days and weeks. They had no direction. They searched for rain or for a reason the rain had stopped. Each night they tried to stay cheerful, even if no end was in sight. There was no rain on their trip, only sunny and starry skies. Len began to worry there might never be rain. He felt hopeless.

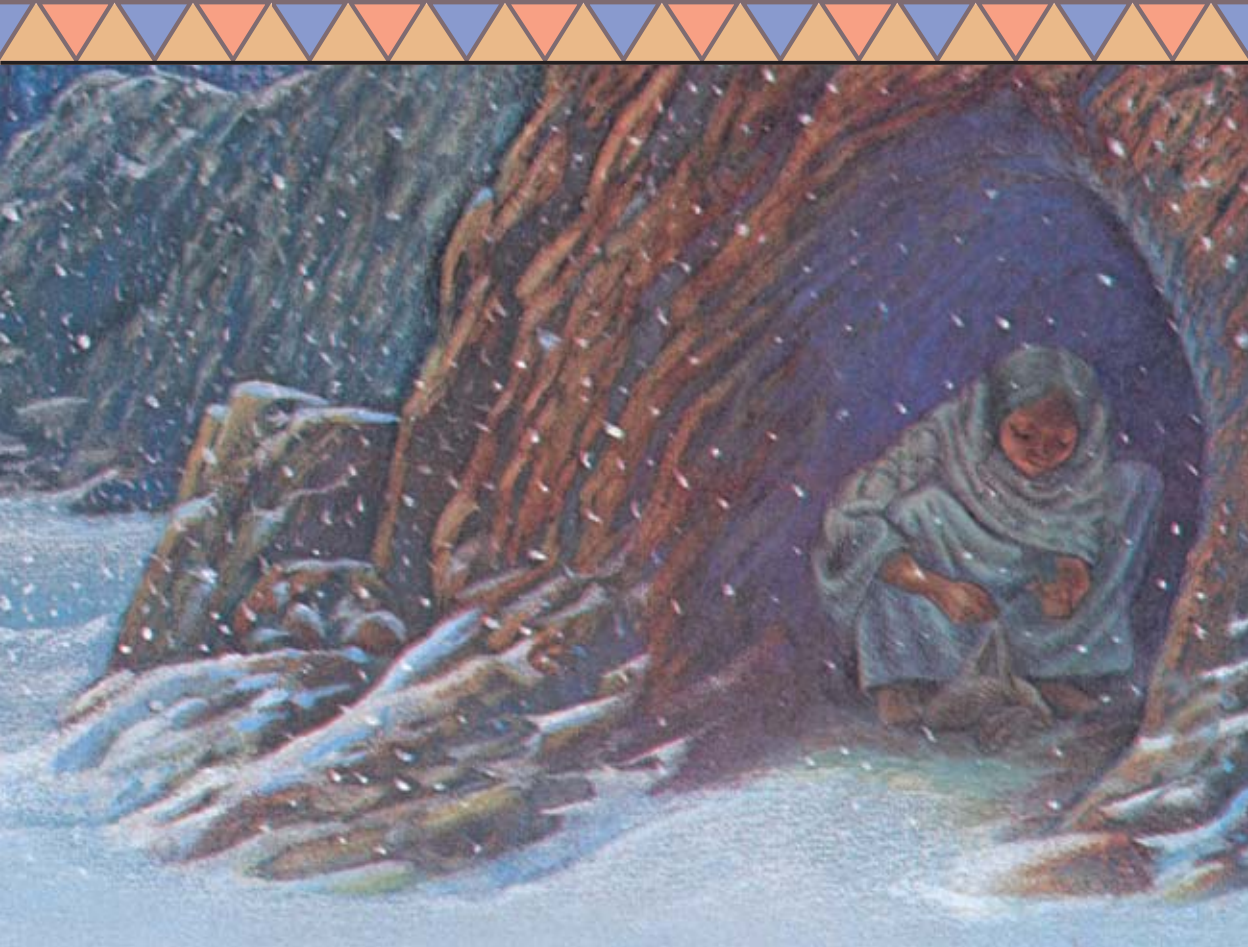
Minya told Len to be brave and not to quit. She believed in Len. She felt their great-grandfather watching over them. She knew Len would soon feel strong again.



A Sound in the Night

On one starry night, Len and Minya sat in a small cave. They were tired and sad. As Minya slept, Len wished they could find the location of water or rain.

As the fire in their cave went out, Len saw the smoke take the shape of a face. Was this the spirit they danced for in hope of rain? He heard a booming voice say that winter would pass and the village would be fine. For a moment, Len thought it was a dream. He wondered if he had earned a visit from a spirit.



The next morning, Len stood by the entrance of the cave. The sun was not burning in the sky. Surrounding them was a blanket of snow. It was a strange sight. Winter shouldn't start for three more weeks! Len remembered what he had heard the night before and knew the blinding snow was a sign.

Len shook Minya to wake her and told her that they needed to go home. Minya did not know how Len knew the village would be saved. But she trusted Len and did not ask. Len and Minya could not wait to return home. They hoped to find a happy village with good crops.



They had a long trip ahead of them. It would take them weeks of walking and climbing to return home. Len and Minya were excited, but tired. They were still curious about whether or not there had been an increase in rain back home. Len wondered what his great-grandfather had found on his trip.

Len and Minya hoped their hard work and **determination** had been good enough. They looked forward to finding out, seeing their family, and enjoying a huge meal. There would be food for all. And there would be no worries about last year's crops lasting until the next year.

A Fine Arrival Home

After a few weeks, Len and Minya reached a mountain top near their village. They saw a brook running with water. It had been dry when they had left! The sun was out, but they could not feel the dry, dusty wind blowing like before.

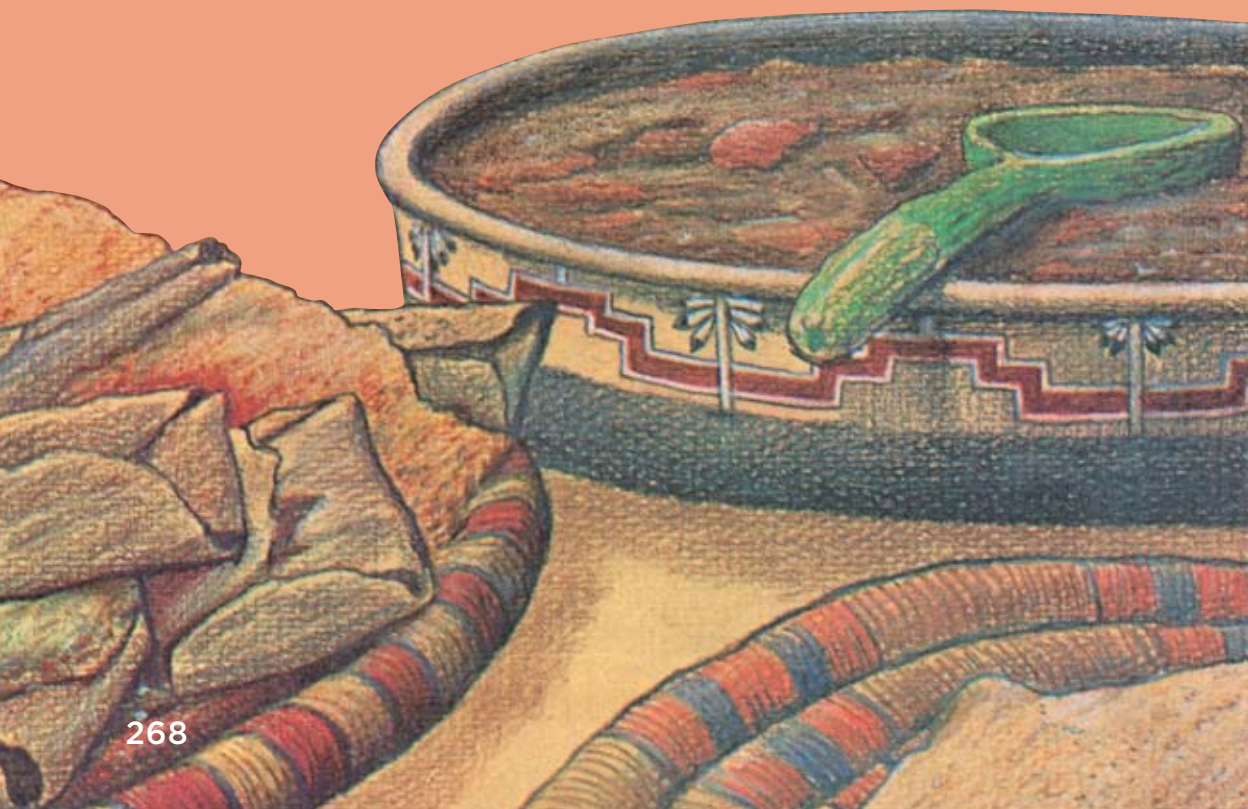
Len and Minya walked further down the road. They saw lush green fields full of crops and puddles of water all around. Winter had passed quickly, and it was now spring. Len and Minya were so happy that they ran the rest of the way home.

When they reached their home, the villagers welcomed Len and Minya with cheers. Len and Minya had brought rain and saved the village.

That night, a big feast was held for Len and Minya. The celebration feast had food and drink for the entire village to enjoy. The crops had grown higher than ever before, and the villagers were excited to have good land and plenty of water.



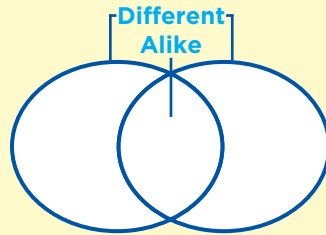
The villagers asked what Len and Minya did to bring the rain. Len replied that his great-grandfather had spoken to him. It was then that Len learned his great-grandfather had told the same tale **decades** ago. Len knew that many years later his grandson would do the same.



Comprehension Check

Summarize

Read “A Trip to Find Rain” again. Fill in the Venn diagram and use it to summarize the story with a classmate.



Think About It

1. Why are the villagers afraid they may not have enough food to last the winter?
2. Why did the villagers choose Len to find the cause of the drought?
3. What happens after the fire goes out in the small cave, and how does it convince Len that he and Minya need to go home? Use details from the story in your answer.
4. How does the village change after the rains come? Compare and contrast the setting at the beginning and end of the story. Use details from the story to support your answer.



Write About It

Tell about a time when you had to be courageous. What did you do to be brave?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

eager	steady	trip	steep
fabrics	climb	increase	delighted
donkey	scene	scents	maybe

Vocabulary

actually	dismayed	occasion
deserve	appealing	

Comprehension

PERSUASION Techniques of persuasion are used to convince others to think about a topic in a particular way. Some frequently used techniques of persuasion are false generalizations, faulty reasoning that links two statements that may or may not be related, and loaded words.

Word or Phrase	Technique

As you read “Why Not Travel With Us?” use the Persuasion Chart to help you identify techniques of persuasion.

Read

Identify the techniques of persuasion.

Why Not Travel With Us?

I was **dismayed** when my friend Simon said that he didn't think he should go on the trip with my family this summer. He said it would be too expensive for him and that he didn't feel right about tagging along on this **occasion**.

But I know when I tell him my list of reasons to go, Simon will find the trip much more **appealing**. First, his family was kind enough to take me on a trip with them last year, so he totally **deserves** to go with us. Next, Simon won't **actually** need to spend any of his own money, because the trip is already paid for. And my mom will be making all our meals, so he will have the most mouthwatering food to eat.

After Simon hears my list, he won't be able to think of a single reason not to come along!

Fill in the **Persuasion Chart** for each paragraph. Then use it to tell how persuasion is used in "Why Not Travel With Us?"



The Weekend Treat

by Margie Hernandez
illustrated by Kristen Goeters



A Reason to Relax

Mom and I are going to the Seaside Inn!

Dad wanted Mom to take time off to relax. In fact, he insisted because she had taken care of Granddad Taylor while he was ill. He had been ill for many weeks. Dad felt sympathy for Mom. “You **deserve** a rest,” he said. “I will take over for the weekend.”

Dad showed Mom an ad for the Seaside Inn. It was just a single bus ride from our home.



Mom had doubts that this was a good time for her to go. But Dad came up with reasons why she should. I eagerly helped.

Dad said, “If we had hired a full-time nurse for Granddad, it would have cost much more than the weekend trip. Even if you go with Kelly, we will still have saved money.” Mom thought about Dad’s logic. How could spending money on a trip save money?

Dad explained that we had an even better reason. He said, “This is a special **occasion**. It’s your birthday this weekend!” Mom agreed it was a great gift.



Seaside Inn



831 Raindrop Bay ~ Port Brady
555-222-1111

~ The Ultimate in Charm. Cozy Rooms! ~

Seaside view. Reach the beach in minutes.
Begin your day with free muffins and juice.
LOWER RATES for PRE-SEASON: April 1-May 15

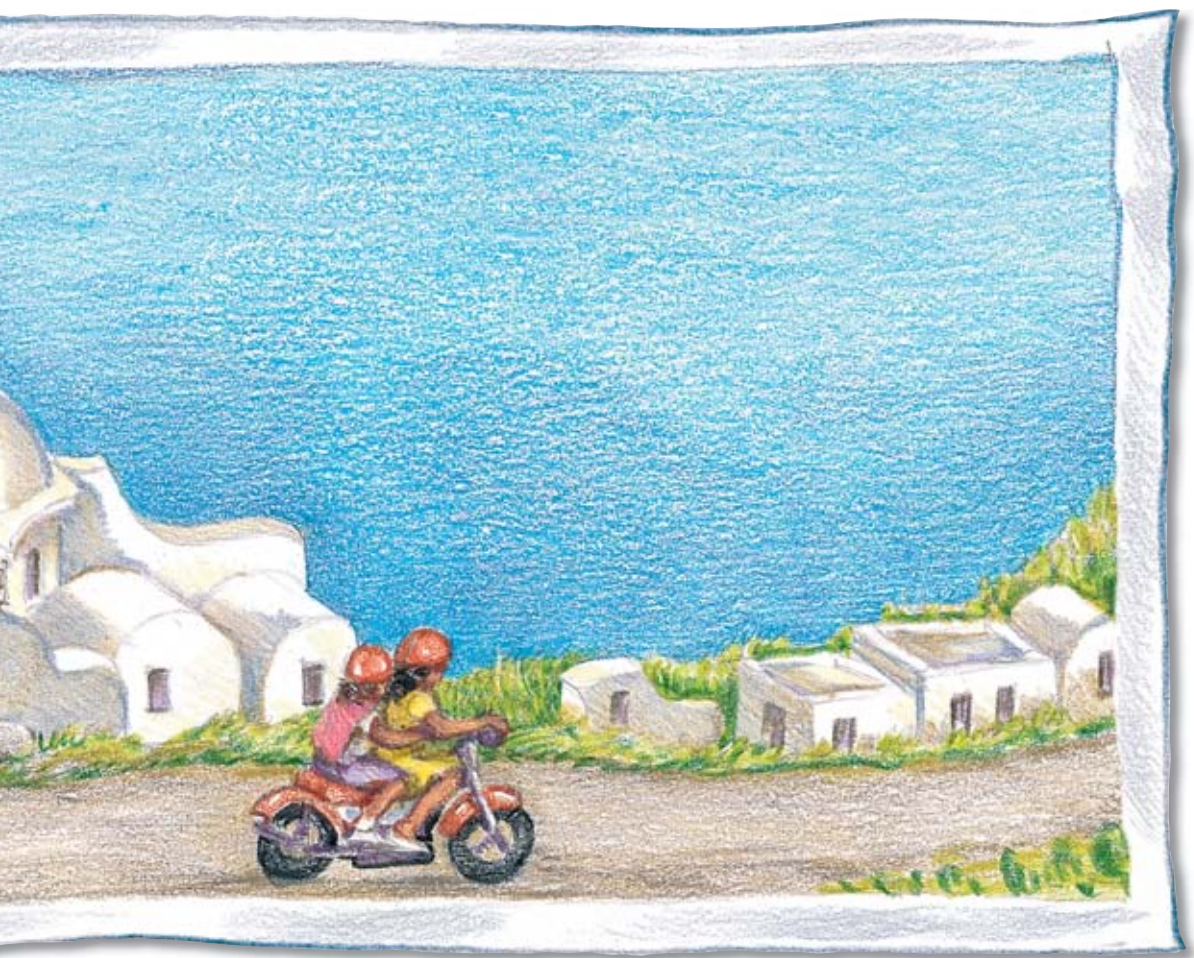


I couldn't wait to go on the trip with Mom. I was eager to see what I could buy at the beach shops with my baby-sitting money.

When the bus reached Port Brady, I saw motorbikes for rent. "Mom, this is perfect for us! A bike will make our trip twice as much fun."

"Renting a bike will cost us extra," Mom said.

"But we won't ever have to rent a car while we're here," I said. "And we can get to more activities during our short stay." Both were good reasons, I thought. Mom agreed!



Our first sight of the town and the inn was from our motorbike. The town was so white that it gleamed. I thought it was perfect.

But when we got to our room, I was **dismayed**. I didn't think cozy would mean "teeny!" Then Mom went to our window. "The Inn really *is* charming. And we do have a splendid view."

I had to admit that she was right. "We'll be in the room only to sleep," I added.



Time Well Spent

In the morning, we ate at a table outside. The scene was pretty, and the food was yummy. Maybe a sea breeze makes food taste better. Plus, it was included in the price of the room!

While we ate, ocean waves splashed over the rocks below us. Suddenly, I thought about what that would mean. There would be no walking on a sandy beach. There were a lot of rocks instead of sand.

Luckily, Mom had already solved that problem. Some villagers had told her about Pearl Beach. "We can hop on the bike and be there in a matter of minutes."

At Pearl Beach, Mom said, “Kelly, let’s go to the top of the hill. The view will amaze you. It’s cool enough to climb this morning. And if we look for seashells later, we won’t have to carry them all day.”

I hated to delay my beach fun, but it was Mom’s birthday weekend. I agreed to go. It was a steep climb, but we made it with no problem. At the top, we looked out at the sea past the red tile roofs. Mom sat for a while, took deep breaths, and looked very relaxed.

When we got back to the beach, I found five excellent seashells. They had shiny pearl colors.





On our last day, we ventured to an outdoor market. I had my baby-sitting money with me. There were many scents, sights, and sounds. Mom suggested we get ice cream treats. "We can eat them as we walk through the market to see what is here. Then we'll know the best places to spend our time."

"And to spend our money!" I added.

There were smelly cheeses and fresh fruits. There were handbags and baskets. I saw fabrics and flowers. Although there wasn't a big summer crowd yet, there were plenty of people eager to buy.



Suddenly, I had the best idea of the weekend. “Mom, you and Dad are artists. You could open a booth in Port Brady’s market and become famous.”

Mom smiled and said, “We have jobs and enjoy painting on the weekends. If we spent weekends selling, we would have no time to paint.”

But I solved that problem easily. “You could create art *in* the booth! Everyone would stop to watch you and then buy. While you work, I could do the selling. I’m the best in my math class, so I can take money, calculate the tax, and give change.”



Mom was sure the beach would distract me from **actually** working in the booth. She said she would think about it and even let Dad react to the idea at home.

Just then, we came upon a shop with fun hats and **appealing** clothes. I knew exactly how to spend my money on this last day of our trip. I bought myself a pretty summer dress, and I bought Mom a birthday hat. She was delighted.

Later that day, we headed home with full backpacks. We both felt it had been a relaxing *and* fun weekend, just as we had hoped!

Comprehension Check

Summarize

Read "The Weekend Treat" again. Fill in your Persuasion Chart, and use it to summarize the story.

Word or Phrase	Technique

Think About It

1. How do Kelly and her mom travel to the Seaside Inn?
2. What reasons does Kelly give for renting a motorbike?
3. What are two things that Mom persuades Kelly to do during the weekend? Use details from the story in your answer.
4. Does the information in the ad for the Seaside Inn turn out to be truthful? Explain your answer using details from the story.



Write About It

Write about a time you persuaded a friend or family member to join you in an activity. How did you do it? Explain whether it was difficult or easy to convince the person.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

follow	loaded	notebook	pond
boxes	postcards	holding	jolt
tiptoe	slept	photo	fleece

Vocabulary

collection	illegible	incapable
recall	memories	irresistible

Comprehension

MAKE JUDGMENTS

Judgments are opinions about whether something has value or is appropriate.

As you read a story, use details stated by the author and your own knowledge to

make temporary judgments about characters' actions. Then look for further evidence to help you decide if your judgments were correct.

As you read "My Comic Book Collection," use the Judgment Chart to help you make judgments.

Action	Judgment

Read

Make judgments about the passage.

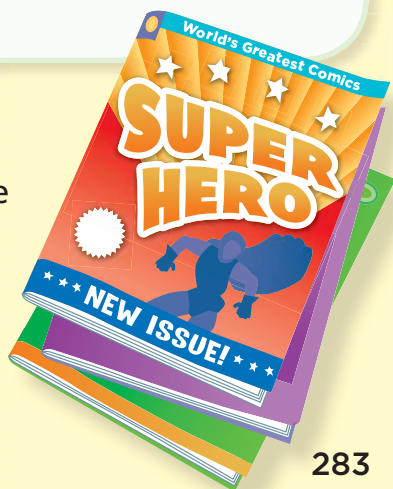
My Comic Book Collection

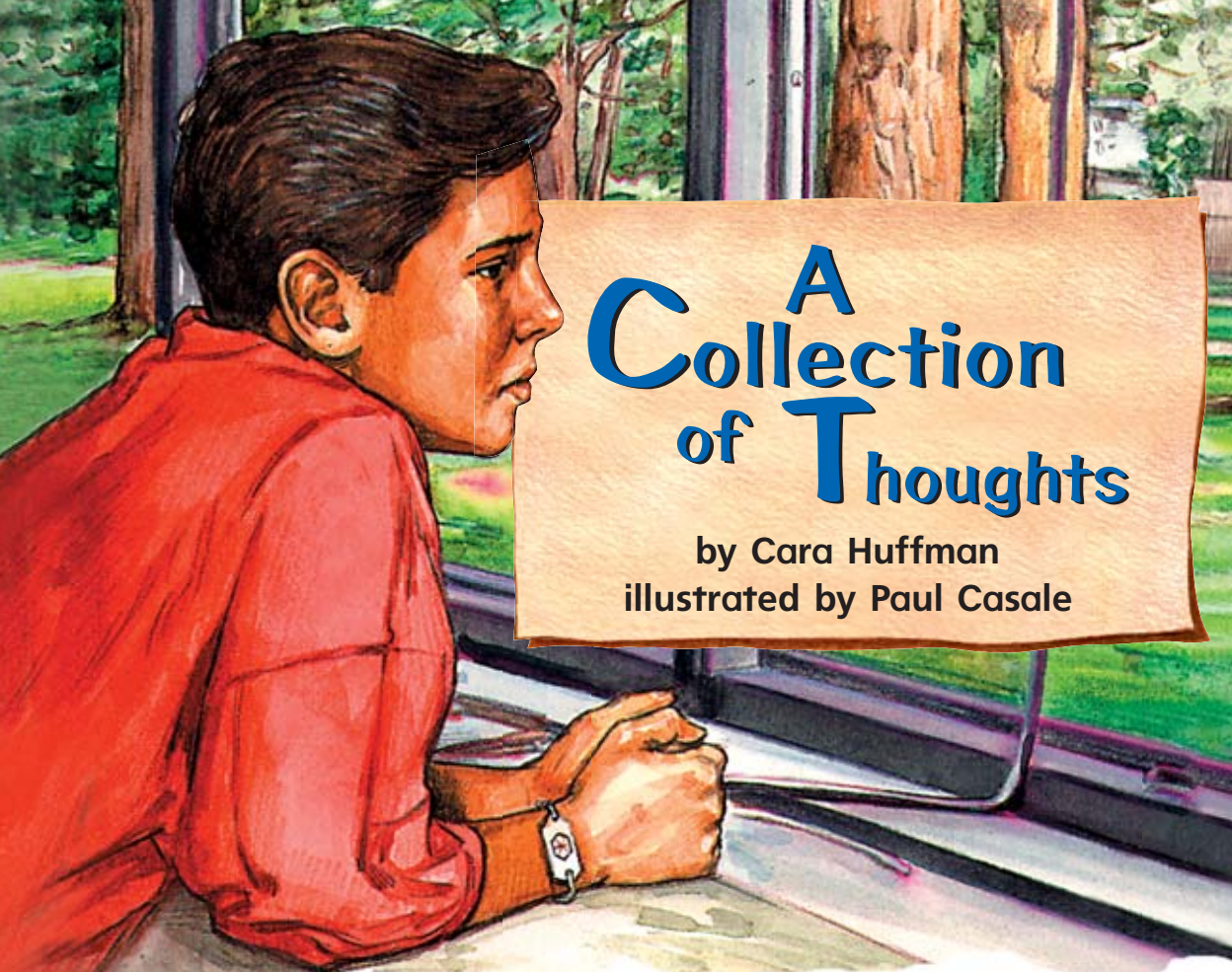
I have a very big and valuable comic book collection. I even lend my comic books to my friends. When they borrow one, they leave me a note so I know who has it. Sometimes their notes are illegible, and I have to guess who has my book. I don't like that!

On Saturdays, I go to the local comic book shop. I focus my collecting on the comic books about superheroes. I like the plots of those the best. My goal is to collect as many as I can. But I am incapable of owning them all.

When I reread a comic book in my collection, I recall happy memories of the first time I read it. I find comic books irresistible!

Fill in the **Judgment Chart** for "My Comic Book Collection." Use the chart to make judgments.





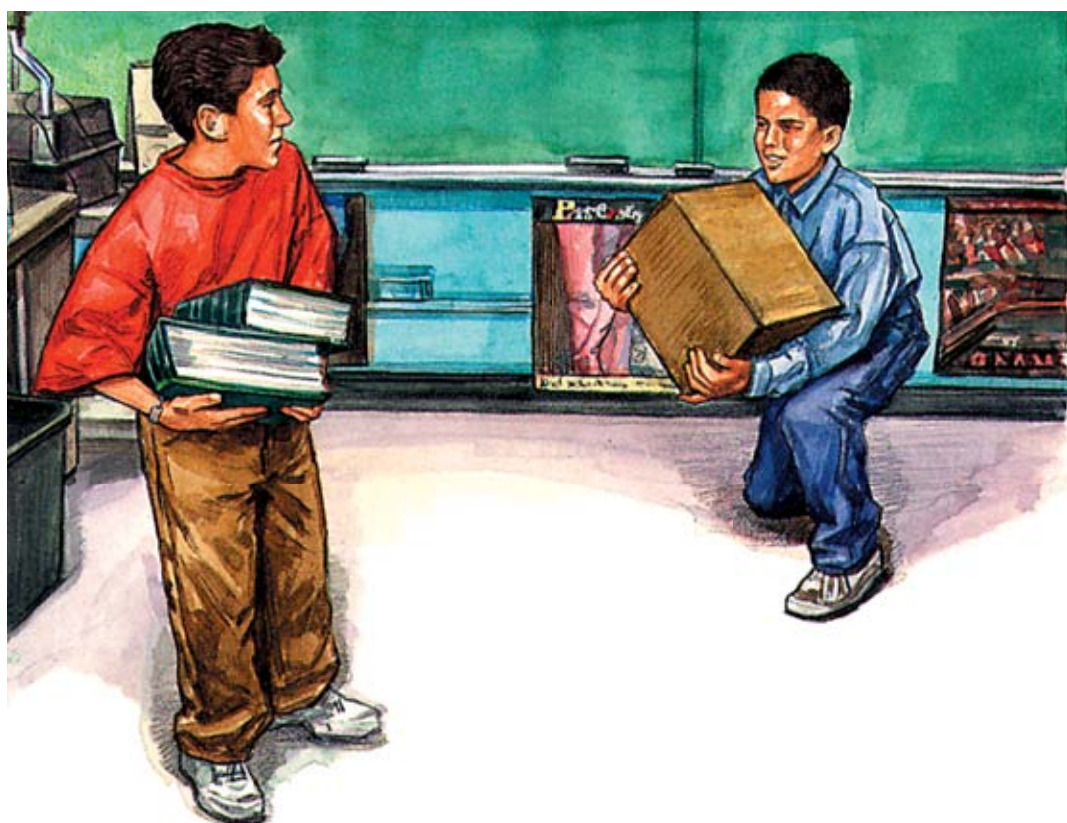
A Collection of Thoughts

by Cara Huffman
illustrated by Paul Casale

Anton's Last Hours at Home

Right now, Anton feels **incapable** of smiling. The school year will be over soon, and he has to move to a new city. Anton stares out the window at his backyard. He can **recall** all the summers he spent playing there with friends. He worries about whether or not he will like his new school. He finds it hard to imagine being away from this town.

Anton must pack all his things. He would like to take everything with him, but he will give away the items he no longer uses.

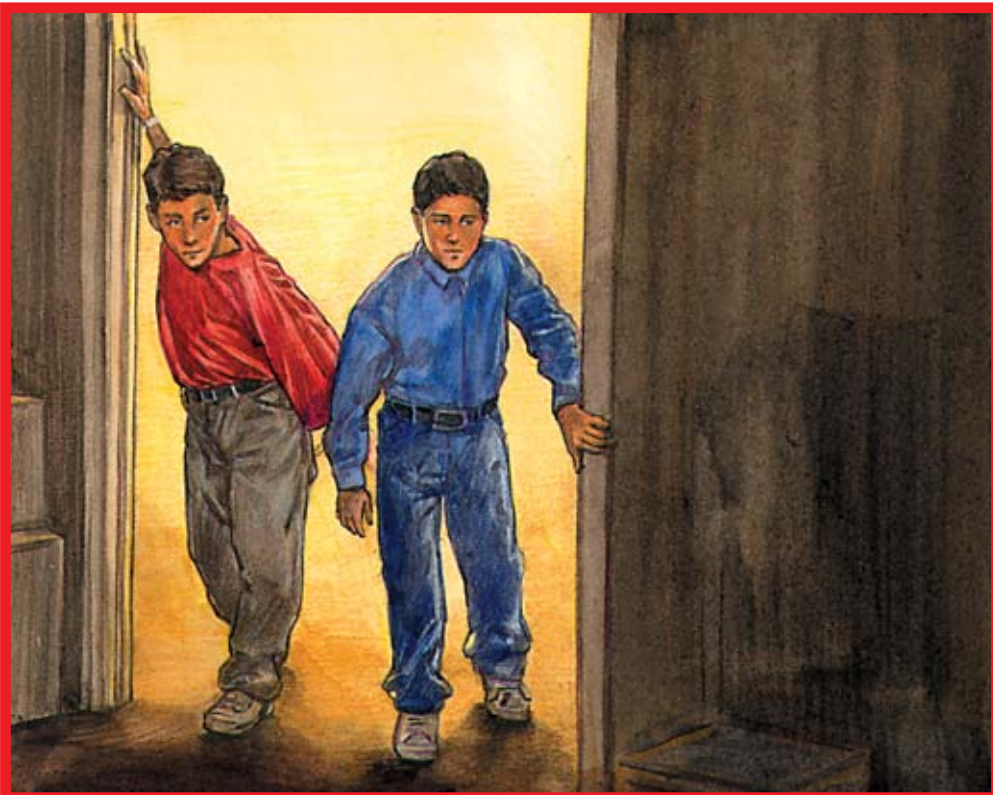


Anton and his father have been packing for many days. The truck is already loaded with some of the boxes, but there is still much more to pack. Luckily, Hector has come to help today.

Anton and Hector have known each other for years. They are best friends. Hector is almost always cheerful. Anton feels better whenever he is with him.

“Your dad has too many CDs,” pants Hector. “Tell him to get a radio!”

Anton sees that Hector is smiling. “Stop whining,” Anton replies. “Put that box on the truck, and come with me to the shed. I need to find decent boxes for these photo albums.”



“It will be impossible to find enough boxes!” exclaims Hector as the boys enter the narrow shed.

Anton starts to look for spare boxes. He tries to focus in the dark. Then he notices something strange behind a broken chair.

“What is this?” Anton wonders out loud. “It looks like an old chest.”

Anton motions for Hector to help him take the wooden chest into the house.

“It looks like it has been around for decades,” states Hector.

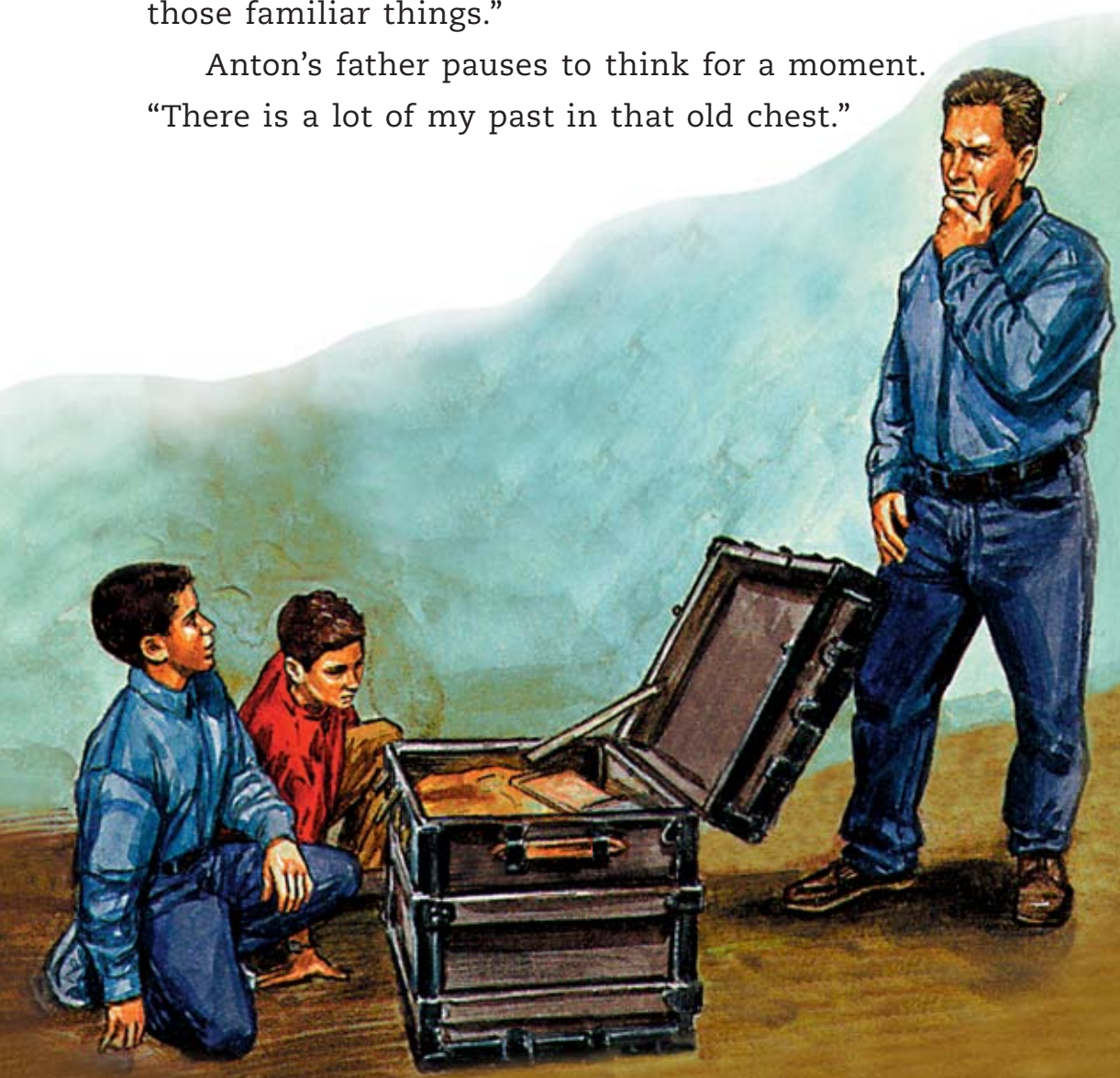
“What are you looking at, boys?” asks Anton’s father as he comes into the room.

“Dad, can you tell us what this is?” Anton asks.

“Oh, you found my **collection** of things from the past,” explains Anton’s father. “We kept moving from place to place when I was a kid. Each time I started at a new school, I had to make new friends.”

Anton’s father adds, “I missed my old friends. So I began to collect things to help me remember them. That way, even when I was in a new home, I had those familiar things.”

Anton’s father pauses to think for a moment. “There is a lot of my past in that old chest.”





Anton and Hector begin inspecting the contents of the chest. They lift out old t-shirts, train tickets, postcards, a jar filled with sand, and a red scarf with a hole in it. Anton finds an old photo of his father. In it, he and three other boys are smiling. The writing on the back is **illegible**, but Anton's father looks really happy.

"It must have been hard for my Dad to leave them," sighs Anton with dismay.

Hector nods. He knows that Anton is feeling just as his father did. But he is already thinking of a good way to help Anton.

A Good Motive

The evening before Anton leaves, Hector asks their friends to meet at his home. Hector has planned everything. He and the others will fill a bin with tokens of friendship for Anton that will bring back **memories** of their years playing together.

When they have finished adding items to the bin, Anton's father will hide it first on the moving truck and later in Anton's new room. Then, when Anton is in his new home, he will find the bin in his room.

"Thanks for your help," begins Hector. "Anton deserves this. Our gift will be **irresistible**! These things will help him think of us when he feels low."



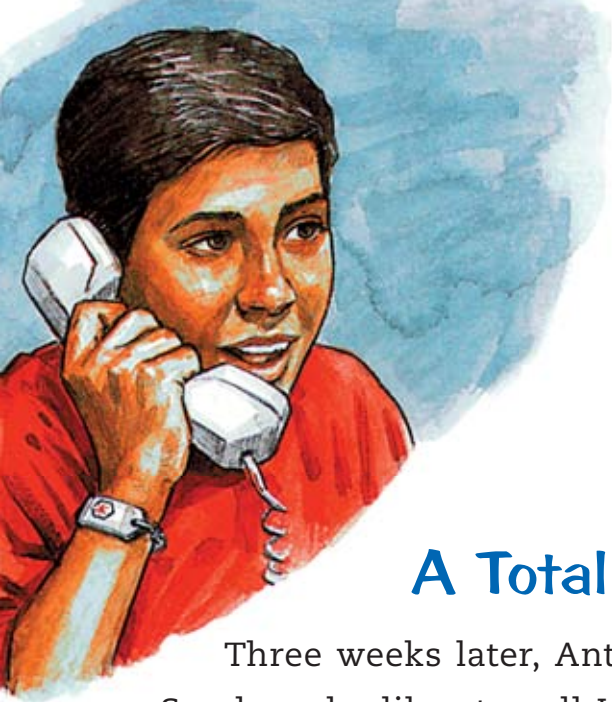
Sarah places a book about snakes in the bin.
“Anton likes this book a lot,” she explains.

David drops a sheet of paper in. “I wrote down a joke that once made Anton laugh for days,” he says.
“He can read it again and think of me.”

Edith approaches the chest. She is Hector’s little sister. “Anton says that this doll looks just like me,” she explains. “This will help him remember the times when we had fun playing card games.”

As more gifts fill the chest, Hector feels proud of their thoughtful actions.





A Total Surprise

Three weeks later, Anton is in his new home. On Sundays, he likes to call Hector on the phone and tell him everything that is going on.

“I like it here,” admits Anton. “I hope you can visit me some day. I will introduce you to my new friends.”

“I miss you all,” Anton continues. “I like to go through your gifts. It was a total surprise when I found the bin. It really helps me.”

Then Hector tells Anton about his summer. It feels odd that Anton is not there, but he knows he can call or email Anton whenever he feels like it.





When Anton hangs up, he goes to his room and opens the bin. He looks at the track medal he won as team captain a year ago. The kids also included a poem that says how Anton is their best friend.

Anton picks up a notebook. It is another gift from Edith. In it, she describes how Anton and Hector became friends. Whenever he looks in the bin, Anton feels better.

Anton looks at the collection of gifts. They are part of his past. And now they are part of his present.

Comprehension Check

Summarize

Read "A Collection of Thoughts" again. Fill in the Judgment Chart, and use it to summarize the story.

Action	Judgment

Think About It

1. What causes Anton and Hector to find the old wooden chest?
2. Why did Anton's father start to collect things in the chest?
3. How are Anton's bin and his father's wooden chest similar? How are they different? Use details from the story in your answer.
4. In your judgment, had Anton been a good friend to Hector, Sarah, David, and Edith? Explain your answer using details from the story.



Write About It

If your best friend were moving away, what kinds of things would you collect for his or her bin filled with memories? Explain your choices.



Skills and Strategies

Decoding

Decode these words. What do you notice about the vowel spellings?

overdue	knew	school	handbook
football	zoom	woods	would
bloom	understood	could	cookie

Vocabulary

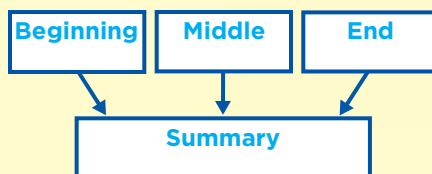
injured	example	rookie
wheelchair	burden	

Comprehension

SUMMARIZE

Summarizing helps you understand a text because, to

summarize well, you must identify the most important ideas. Use the author's main ideas from the beginning, middle, and end of an article to help you write a summary of the entire text.



Use the Summary Chart to help you summarize as you read "A Brief History of Skiing."

Read

Summarize "A Brief History of Skiing."



A Brief History of Skiing

People have used skis to get around on snow for thousands of years. In fact, the oldest skis found by archaeologists date from more than 4,000 years ago.

Skis have had many uses. People could hunt animals more quickly on skis than on foot. For soldiers known as "ski troops," skiing was less of a **burden** during winter than marching. And downhill racing on skis has been a popular sport since the middle 1800s.

A **rookie** learning to ski must be careful not to get **injured**. Someone who has a serious skiing accident may need to use a **wheelchair**. Advanced skiers know they should set an **example** by skiing safely.

Fill in the **Summary Chart** for "A Brief History of Skiing."



Candace Cable

Zooms

Forward

by Lois Knight



Candace Cable was born in California. As a kid, she always had things to do. Candace liked to swim at the beach and hike in the hills near her house. Candace had a busy life.

At first, Candace did not enjoy playing sports, but she liked to keep busy. She would read lots of books, and she liked school, too. The more sports Candace tried, however, the more she enjoyed playing them. She liked to shoot hoops. She ran track, surfed, biked, and also joined sports teams. She dreamed of becoming an even better athlete. Candace's goal was to keep trying new sports.



Candace Cable skiing in Lake Tahoe, California.

A Change in Mood

When she was 21, Candace moved to the hills in California. She kept playing different sports. Candace ran in the woods and swam in a brook. That winter she began to ski. But soon her life would change.

One day, Candace got into a jeep with a friend. While they were driving, another car hit them at a fast speed. Candace was not wearing her seat belt and was thrown into the woods. The accident **injured** Candace's spine. No surgery could help her. She would never walk again. Candace was very upset. She had not known her life could change so fast.



Candace's injury did not get better. Her legs were numb and could not move. Her joints were incapable of bending. She had to do things sitting down. She would never stand up again.

Candace was dismayed for a while. She couldn't do the things she had liked doing so much before the crash. She couldn't ski, walk, or run. She spent a lot of time alone. She became angry, and this anger drove her to action. Sports were irresistible to her. She would just have to play sports without using her legs.



Candace has always enjoyed nature. She was glad that her injury did not keep her from camping in the mountains.

Shooting for the Stars

Candace started swimming. She had to wear a special strap to keep her legs straight in the water. She made her arms strong so she could keep herself from sinking. It took a lot of practice, but Candace learned to swim without using her legs.

Soon, Candace actually felt she could swim in a race. Her first swimming race was hard. Candace didn't win, but the swim meet was an important moment for her. She now knew that she could compete in sports again. She practiced a lot and became a powerful swimmer. Candace's mood improved, and she felt good.



Candace has won medals in several sports.

Candace's swimming coach suggested that Candace try racing with her **wheelchair**. Once Candace started racing, she took off with a whoosh. And she never looked back. She thought wheelchair races were cool.

Soon, Candace became extremely swift with her wheelchair. She got first place and set records in many races. It felt good to have such a big part of her life back.

Candace decided she would like to help others by teaching and training them how to play sports in a wheelchair.

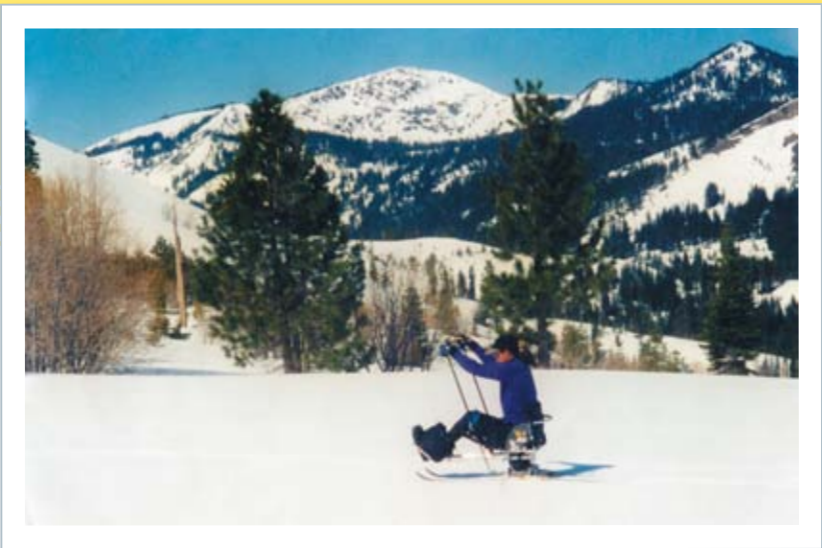
Making it Look Easy

Candace got first place in wheelchair races all over the world. After doing a lot of wheelchair racing and swimming, she took an interest in snow skiing. But this time, it was unlike the sport she had loved before her accident.

Instead of standing, Candace sat on skis when she hit the slopes. She worked and trained hard. It wasn't easy being a **rookie** again, but she did not give up. Soon, Candace joined a very active ski team. They entered a lot of races and won many of them. Candace did not let her accident spoil skiing.

Candace is known around the world as a competitive skier.





Candace once again enjoyed skiing in Lake Tahoe.

Besides racing down hills, Candace also zoomed across level land as a cross-country skier. In cross-country skiing, skiers weave in and out of trees, over small bumps, and across long distances.

Candace raced across the snow using her special wheelchair skis. The seat was mounted on two skis, and she used poles to propel herself along the trail. Candace took many lessons and trained hard to use her skis. Her dedication to her new sport would make her a winner many times.

A Training Schedule Used By Candace Cable

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Core* training program 40 min.	Core 40 min.	Rest	Core 40 min.	Core 40 min.	Core 40 min.	Core 40 min.
20-mile bike ride 80 min.	30-mile Hand cycle bike ride 100 min.		Aerobic arm ergometer 60 min +10 1-min. sprints	20- mile bike ride 80 min.	30-mile bike ride 150 min.	50-mile bike ride 255 min.

*Core program strengthens muscles.

A Boost of Courage

Candace's car accident caused a big problem in her life, but it also gave her a chance to bloom. She never gave up on playing the sports she loved. Playing sports boosted her mood, and Candace didn't let her injury prevent her from seeking and finding joy.

Candace retired from competing in 2006. In all, she competed in 10 Paralympics games and 84 marathons. Candace also won 14 medals, nine of which were gold. Her wins show that she trained hard in ways that she could never have imagined when she was just starting out in sports.

Candace's many wins were a result of her hard work.





Candace makes speeches to motivate others to work through challenges.

Candace has done much more than compete in races. She writes books and articles, teaches, and helps those in wheelchairs to play sports. She does not want anyone to feel as if a wheelchair is a **burden**. She teaches people how to work hard and have fun, too.

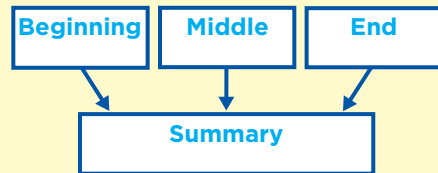
Candace also gives speeches at schools. She speaks about her car accident and how it shook up her life. She tells students that using a wheelchair doesn't limit her life.

Candace is an **example** for others. She is living proof that anything is possible when you put your mind to it and work hard.

Comprehension Check

Summarize

Read “Candace Cable Zooms Forward” again. Fill in the Summary Chart to summarize the selection.



Think About It

1. Where did Candace grow up?
2. What caused Candace to try playing sports again after the accident?
3. In which different sports did Candace compete after the accident? Use details from the article in your answer.
4. What about Candace’s personality and early life made it easier for her to excel in sports after the accident? Explain your answer using details from the article.



Write About It

Do you think Candace would be a good teacher to someone who is learning a new sport? Why or why not?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

doctor	apron	winter	overtook
goose	cedar	human	travel
happen	nibble	signal	brew

Vocabulary

frequent	constructed	defensive
purpose	centuries	commanded

Comprehension

MAKE GENERALIZATIONS

A generalization is a broad statement that uses words such as *none*, *always*, *usually*, *few*, *many*, and *some*. When deciding whether a generalization

is true in all or only certain situations, consider facts from the text and your own knowledge.

As you read “The First Emperor,” record important information and generalizations on a Generalizations Chart.

Important Information	Generalization

Read

Identify important facts and generalizations.

The First Emperor

China is named after a powerful king who ruled the Qin kingdom 2,000 years ago. After defeating almost all nearby kingdoms, Qin Shi Huangdi became the first emperor of a unified China.

During his rule, the Emperor **commanded** that many new things be **constructed**. For example, he had roads built to help traders with their **frequent** travels.

The Emperor also saw a need to protect the country with one big **defensive** wall. Its **purpose** was to defend the Chinese people from attack, usually by nomads from the north. Because of the wall's size, everyone called the Emperor's wall the Great Wall. Even after many **centuries**, some parts of the wall are still standing today.

Fill in a **Generalizations Chart** for "The First Emperor."



The Great Wall of China



by Brian Levin
illustrated by Oki Han

The Great Wall of China is one of the human-made wonders of the world. Located near China's northern border, this incredible wall was begun more than 2,000 years ago. It was **constructed** over hundreds of years.

The Great Wall was built on the crests of hills and mountains in the Chinese countryside. It stretches across the land as far as the eye can see. The Great Wall is so big that some people claim it can be seen from the moon. This is not true, but in special photographs taken from a low orbit in space, parts of the wall can just be made out.





A Wall Takes Shape

More than 2,000 years ago, China was actually a number of small kingdoms. These kingdoms were always fighting one another. King Zheng of the Qin kingdom won most of the battles and took over many of the small kingdoms.

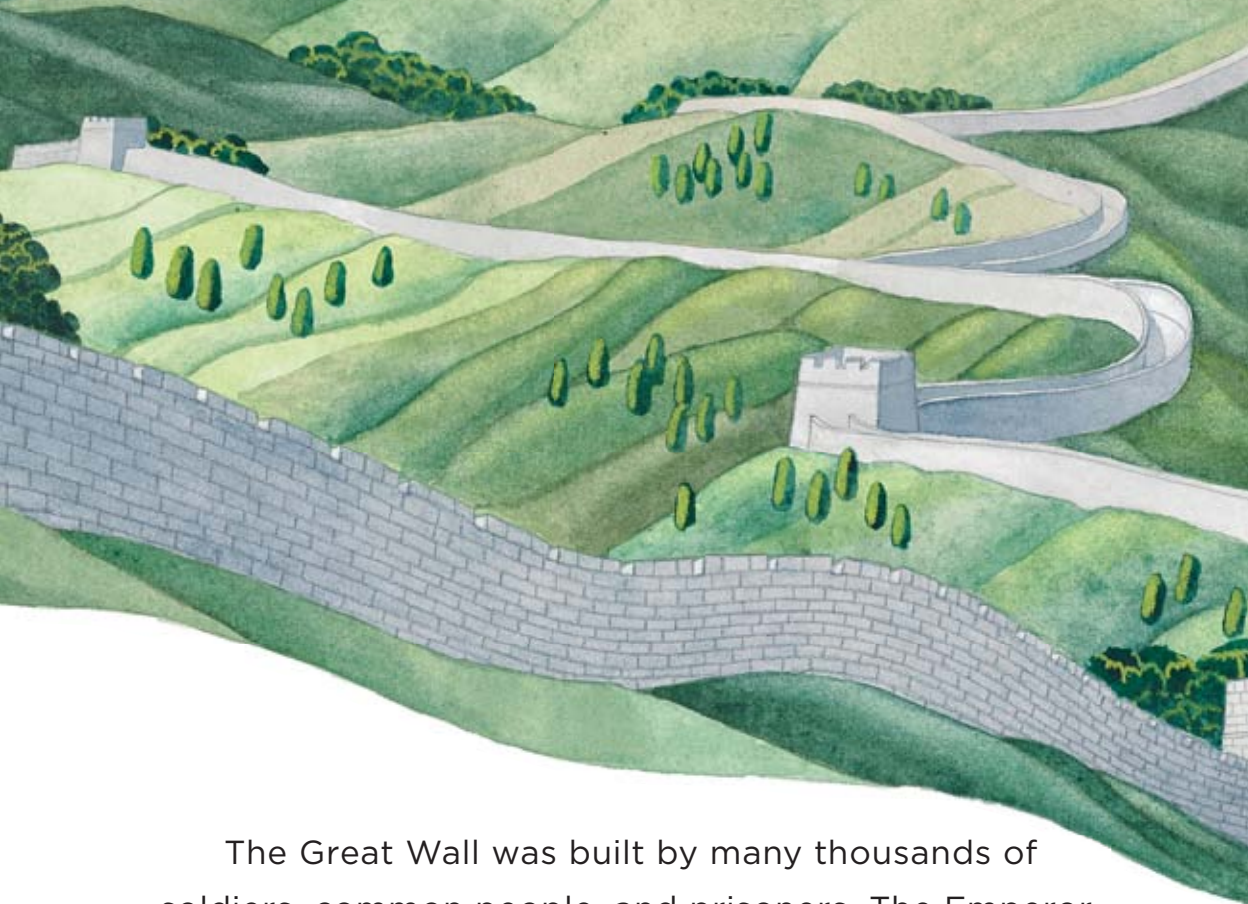
King Zheng found himself ruling over a vast unified empire. He told his subjects to call him Qin Shi Huangdi. *Huangdi* means “imperial ruler,” and he was hailed as the first emperor of China since the time of the emperors in ancient legends.

From that point on, all Chinese people were made to share the same laws, currency, and writing. Over time, China grew into a big and rich empire.

It wasn't long before nomads from the desert to the north began raiding China. The nomads caused much damage by invading farms and destroying crops. The frequent raids also made traders afraid to bring goods to China. The Emperor needed a way to protect China from this burden. He had the idea of making a wall to stop the enemy.

Many small walls already existed near China's borders. The Emperor gave orders to join those small walls together by raising walls between them. As the smaller walls were linked, one huge wall began to form. This came to be known as the "Great Wall."





The Great Wall was built by many thousands of soldiers, common people, and prisoners. The Emperor **commanded** that these people work long hours every day, during which they were allowed no rest or meals. Many died under such harsh conditions. Guards posted atop the wall both oversaw the workers and protected the empire from invasion.

During Emperor Qin's reign, the wall was made by packing dirt and stones between wooden frames. This type of wall did not last long and had to be repaired often. As a result, parts of the Great Wall were remade or expanded several times over the **centuries**. The biggest changes were ordered by emperors during the Ming dynasty. Workers at that time used bricks to strengthen the wall.



The Great Wall had lots of gates through which traders and visitors were allowed to travel. Each gate had a huge wooden door that the guards opened and closed.

Standing high atop the towers, guards could see if an enemy was nearing the wall. Each tower had a moat around it. A moat is a ditch that people dug and filled with water. It helped make a tower more resistant to attack.

The Great Wall also had special signal towers that were located at the highest points. Whenever a guard spotted an enemy, or in case of another danger, he would send a beacon, or message. During the daytime, the beacon was a smoke signal. At night, it was a flame.

The Great Wall protected China for many years. As attacks from the north did not cease, the Chinese worked hard to keep the wall in good repair. New sections were added, and the wall grew ever larger.

The **defensive** strength of the wall was key to China's growing wealth. By keeping enemies out, the wall kept farmers safe. It let traders safely buy and sell their goods, too.

Several trade routes were protected because of the Great Wall. China could sell silk, wool, gold, and silver to nations in the West. Many ideas from China traveled with these goods as well.





Decline of the Wall

But problems arose. During the Ming Dynasty, there was growing tension between the ruling class and the commoners. A guard named Wu Sangui wanted to help overthrow the Ming rulers. So he opened a gate and allowed nomads to invade the empire.

Once the nomads took over, the Great Wall lost its **purpose**. There were no more invasions from the north, and the nomads proved to be strong leaders. In fact, the new rulers expanded China's borders beyond the Great Wall. For almost 300 years, there was peace and prosperity. Repairs to the wall slowly ceased.

Over the years, many parts of the Great Wall began to fall apart. Plants grew over it, and exposure to weather took its toll. Sun, rain, wind, snow, and earthquakes caused brick and stone to crack and break apart. People also made cuts through the wall to make room for roads. They even took bricks from the wall to build their homes.

Today, nearly half of the Great Wall is in ruins, but the Chinese government has set up projects to restore it. Leaders have also written laws to help protect the wall from being damaged further.





The Great Wall of China has always been an important part of Chinese culture. It once stood to fend off enemies. Now it stands as a symbol of the skill of the Chinese people. As such, it is a significant part of China's story, both past and present.

Each year, thousands of tourists from all over the world visit the Great Wall. As they stroll the steep stone paths of the wall, many gaze out at the distant hills and wonder how similar the view may have been two thousand years ago. Few fail to marvel at the wall itself and how resourceful its builders were!

Comprehension Check

Summarize

Read “The Great Wall of China” again. Fill in the Generalizations Chart. Then use it to summarize the selection.

Important Information	Generalization

Think About It

1. Where in China is the Great Wall located?
2. What did workers use to make the Great Wall during Emperor Qin’s reign? What did they use during the Ming Dynasty?
3. What was the purpose of the wall’s gates? When was a gate used for the wrong purpose? Explain your answer using details from the selection.
4. How have the reasons for preserving the wall changed over the centuries? Use details from the selection to support your answer.



Write About It

Describe something large that people have constructed, such as a bridge, tunnel, dam, canal, pipeline, or road. Tell how it is similar to the Great Wall and how it is different.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

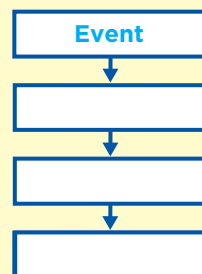
follow	gown	proud	around
surround	football	taken	shook
browse	threw	flower	untrue

Vocabulary

drowsy	automatically	serious
bellowed	audible	contract

Comprehension

SEQUENCE When you place the events in a story in sequence, you put them in the order in which they took place. As you read, look for signal words such as *first*, *next*, *after*, *then*, and *finally*. These are clues to the order of events. Understanding the sequence of events in a story can help you identify and remember key events.



As you read “Bellow and Blow,” use your Sequence Chart to help you place the events in the story in the order that they took place.

Read

Identify the sequence of events.

Bellow and Blow

Omar Jr. spent a lot of time around his dad's jazz band. One day Omar Jr. asked his dad, "How did the Bebop Band start?"

"Well," said Omar's dad, "that's a funny story. I was in school one day feeling sleepy and **drowsy**. Suddenly my teacher **bellowed**, and I woke up quickly. 'Omar!' he shouted. 'I think you should join the school band. The music might keep you awake!' He was not **serious**, but I thought, why not? After school I went to the room where the band practiced. The music was **audible** from behind the closed door. I could already play the piano, so I **automatically** felt at home with the members of the band.

Then, when school ended that year, Marty, Stan, Rowan, and I got a **contract** to play at a fair in town. The rest is history!"

Fill out the **Sequence Chart** for "Bellow and Blow." Use it to show the order of events in the story.



A Tough Act To Follow

by Percy Johnson
illustrated by Sandra Schaad

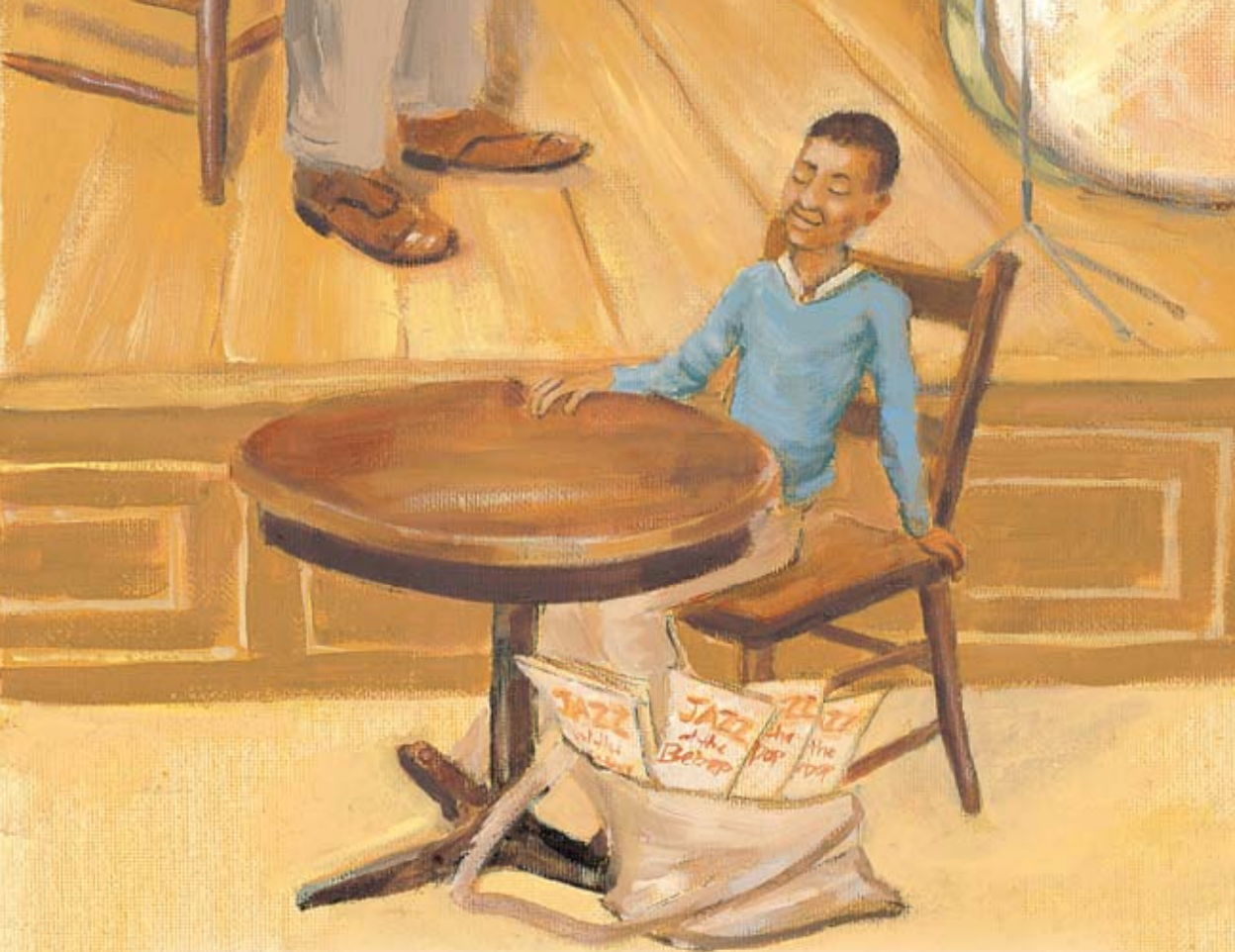
Dad's Band

Omar was a jazz fan. His dad played piano in a jazz band. Omar loved to stay up late and listen to his dad and the band play. People came from all over to listen to jazz in the Bebop Theater. Omar liked how loudly the audience clapped when a song ended. His dad's pal Rowan promised to teach him how to play the saxophone. Omar loved how his dad and the band spoke in a kind of code.

"Wow," said Omar's dad. "That cat can blow!"

He meant that Rowan played the saxophone very well.





Omar helped his dad and the band by drawing flyers to hang around town. Every week he made a new yellow flyer for the band. The purpose of the flyers was to get a bigger audience. He liked to draw with different colors and make unusual designs. Omar walked around town and found places high and low to post the flyers.

His dad and the rest of the band gave Omar some money for being their assistant. After work, Omar was allowed to sit at a table in the theater and listen to the band. His goal was to own a theater someday.



A Huge Show

One day, the band's manager, Mr. Powers, told the band that their **contract** would soon end. They could sign a new contract only if they packed the whole theater with fans on Saturday. It would have to be the biggest show they had ever held. The band worried about this new burden.

"I don't know what we can do," said Stan, the drummer.

"We'll have to put on quite a show," replied Marty, who played the clarinet.

Omar made as many flyers as he could. His dad tried out new songs and styles. Tuesday passed. Then Wednesday, Thursday, and Friday flew by. The band was tired and overworked.



“I’m really tired,” said Omar’s dad. “I must have worked too hard getting ready for Saturday. I need some **serious** shut-eye.” That meant that he needed to sleep.

“Man, I could sleep for days,” yawned Marty. “I don’t think we can go on with the show.”

Omar looked at the band. They were sad and exhausted. He knew there was no way the band would be able to perform that night without rest.

“Why don’t you guys go home? There are a few hours before the show. Get some rest, and I’ll set up here.”

The band was hesitant, but they shuffled off and Omar was left in the empty auditorium.



How Can It Be?

Omar closed his eyes, too. Then he heard a barely **audible** growl.

“Who is that?” demanded Omar. “I thought everyone was going home to sleep.”

“Oh, we’re here. We’re all still here.” A voice came from the piano.

Omar looked up and saw a face on the piano. The keys looked like teeth! Then a squeaky voice piped up, “Yes. We are worried that the show will not go on.” It was the clarinet.

“We’ve been practicing all week, and now our musicians are too **drowsy** to play!” complained the trumpet and trombone.

Omar could not believe his eyes or ears. The instruments were talking to him!



"Come on, kid. You can be our audience. What song do you want to hear?" asked the drums.

"Okay, how about *Take Five*?" said Omar.

"Hit it!" commanded the saxophone. Soon, a symphony surrounded Omar. Every note was perfect!

Omar applauded once the instruments were finished. "Great work. I bet the band practiced so much that you just play **automatically** now. Wow! I think the show can go on!"

"But I don't want to play without Stan," said the drums, defensively.

"And I don't want to play without Marty," said the clarinet.

"No, let them rest. You are going on solo tonight," cheered Omar.

Could the instruments do it?



A Grand Show

Before the show, Omar told everyone he could find that the instruments were going to play jazz all by themselves. A huge crowd filled up the theater.

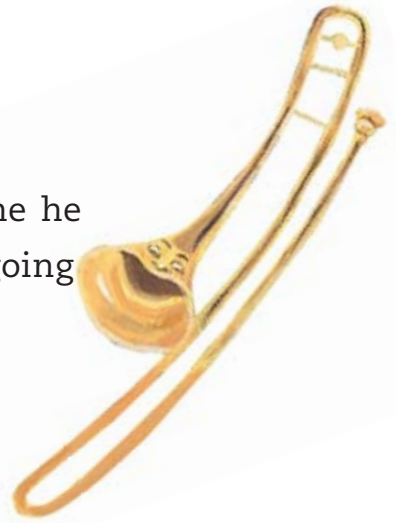
The instruments played well. But they did not play the special parts, or as Dad called them, “jams.” No one else seemed to notice.

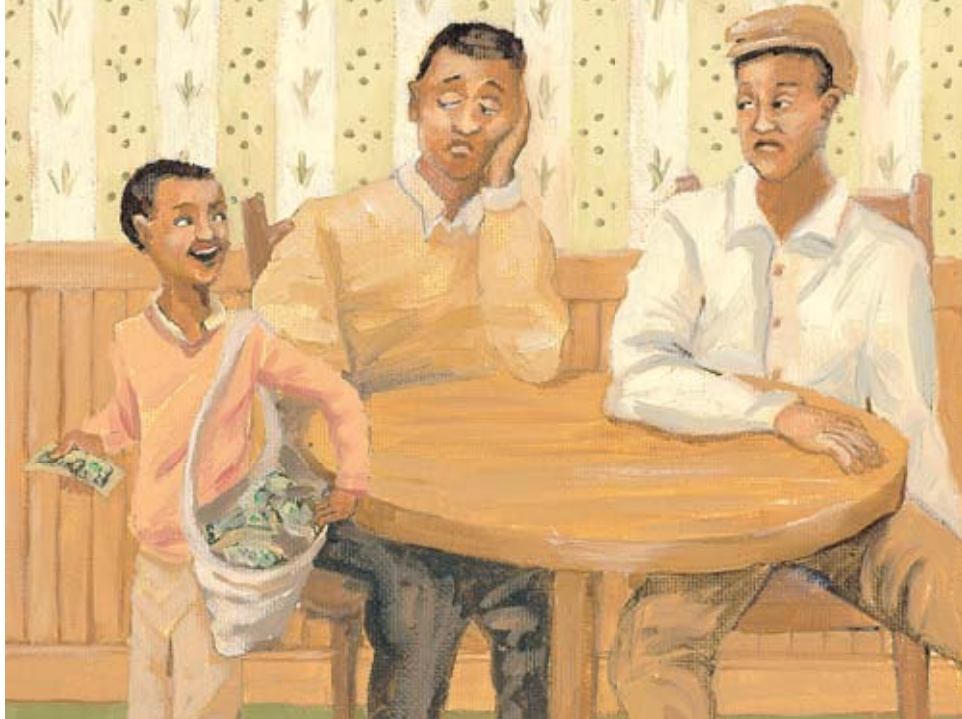
Afterward Mr. Powers **bellowed**, “Omar! I was just on the telephone with a theater in another town. They want this band to play there tomorrow night!”

Omar was thrilled. “Will you renew my dad’s contract?”

“No, Omar. This band is better. How much money does your dad want for these instruments?” asked Mr. Powers.

Omar thought his dad wouldn’t need a piano that played by itself. He named a price.





Mr. Powers Leaves Town

Later, Omar found his dad and Howie, another bandmate. They were groggy from so much sleep.

“Dad!” called Omar. “I sold the instruments, and now you can get new ones!”

Howie said, “We don’t need instruments anymore. We all slept through our big show.”

“It’s okay. The instruments played by themselves, and Mr. Powers really liked them. He bought them!” Omar showed his dad and Howie the cash.

“You know, that piano always did have a mind of its own,” said Omar’s dad.

“My trumpet played wrong notes sometimes, and it made a strange coughing sound,” sighed Howie.

“Let’s go wake the rest of the band. I bet they will be thrilled to get new instruments!” said Omar.



Mr. Powers drove the instruments to another town. On the way, they told him silly jokes and played singing and counting games in the car. Mr. Powers enjoyed their company. The instruments are probably still roaming all around the world playing in theaters. They don't seem to get much better at playing music, but they are always interesting to see.

Some people call them the best jazz band in the world, but Omar knows better. He owns the Bebop Theater now, and his daughter makes flyers for him. The best jazz band in the world still plays there. And now Omar is “a cat who can really blow!”



Comprehension Check

Summarize

Read "A Tough Act to Follow" again. Fill in the Sequence Chart. Then use it to summarize the events of the story in order.

Event
↓
↓
↓

Think About It

1. Why does Omar make flyers for his dad's band?
2. What happens after the band leaves and Omar is left alone in the auditorium?
3. Why does Mr. Powers buy the band's instruments?
4. List the events that took place in the story, in order, after Omar found that the instruments could play themselves. Use details from the story to support your answer.



Write About It

What musical instrument do you enjoy listening to? Explain what you like about this instrument.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

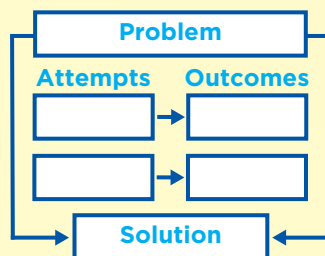
splash	smooth	brush	brittle
alphabet	whisper	athlete	towel
sudden	stretch	microphone	south

Vocabulary

vivid	tablets	produced
cautious	communicated	

Comprehension

PROBLEM AND SOLUTION To help you understand the structure of some nonfiction articles, identify the way an author explains a problem, attempts to solve the problem, and the outcomes of those attempts.



As you read “Before the Alphabet,” record on a Problem and Solution Chart the problem, attempts to solve it, and the solution.

Read

Identify the problem and solution.

Before the Alphabet

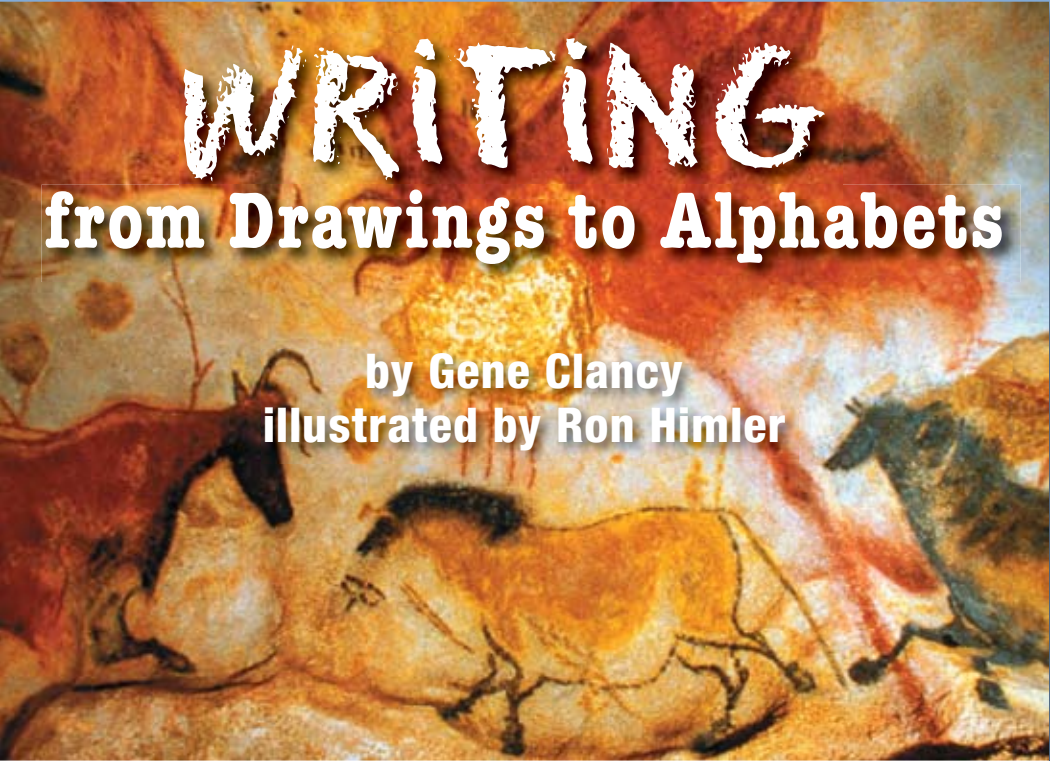
Finding a practical way to write has a long and interesting history. People **communicated** in a number of different ways before the first alphabets were invented.

Early humans, for example, left important messages for each other by painting **vivid** pictures on the walls of caves. Many centuries later, sets of reusable symbols began to be **produced**. These could be scratched onto clay **tablets** and sent like mail to people who lived far away.

Scientists who study forms of ancient writing must be **cautious** when deciding what meanings the markings had to the writers who made them. The careful work of these scientists lets us read what people had to say long ago.

Fill in a **Problem and Solution Chart** as you read "Before the Alphabet."





WRITING

from Drawings to Alphabets

by Gene Clancy
illustrated by Ron Himler

Origins of Writing

At any given moment, we may be reading street signs that tell us where we are, newspapers and Web sites that inform us about current events, or emails and text messages from pals. And these are just some of the ways people use the written word.

We know the symbols that make up the letters in our alphabet. But did you know that many early kinds of writing were drawings?

More than fifteen thousand years ago, people used **vivid** drawings on cave walls to share information. Archaeologists think these drawings were instructions on such topics as where to hunt nearby for food.

Before the invention of writing, one of the ways that people **communicated** was by telling stories. But they could not always remember exactly what was said. They had yet to find a good way to save the stories for later by writing them down.

The Sumerians were a people who lived about 5,000 years ago in what is now the Middle East. As Sumerian farms spread out to distant places, it became clear how difficult it was to keep in contact with people who lived far away. So, to send messages quickly and easily, they invented what may be the earliest system of writing.

The Sumerians wrote by carving lines onto clay **tablets** with a sharp instrument. The lines stood for numbers, sounds, and names of things. Over time, people began sorting the lines in the same ways, which meant everyone could understand them. This style of writing is called cuneiform.

An example of Sumerian cuneiform.





Hieroglyphs in a tomb in the Valley of the Kings, Egypt.

Not long after the Sumerians invented cuneiform, a different type of writing was invented by people in Egypt. Egyptian writing involved carving pictures called hieroglyphs into stone or painting them on a kind of paper made from river plants.

Hieroglyphs could represent different things. Some resembled real objects, like a house, but others stood for sounds, like the chirp of a bird. A third kind of hieroglyph was used to express ideas. All were carefully organized to help people read the messages.

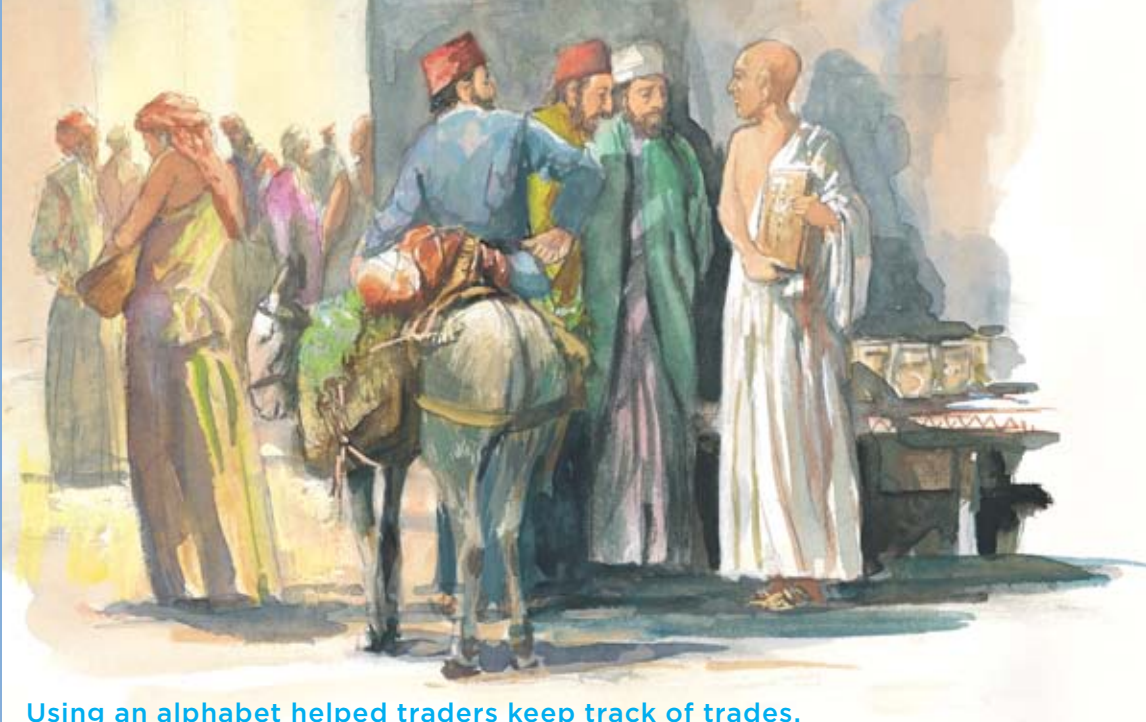
Egyptians placed hieroglyphs on public buildings, inside the graves of their kings, and on rolled-up scrolls. The carvings and paintings mostly told about the lives of kings and other important people. Archaeologists can study these hieroglyphs to gather information about Egypt's past.

A different kind of writing that used pictures was invented by the Maya people who lived in North and Central America. Mayan script was also a complex system of symbols. Some pictures stood for objects, but others were grouped in ways that stood for the sounds of speech.

On the other side of the globe, the Chinese used brushes and ink to make special markings called characters. Each character stood for one syllable in a word, but characters could also be changed slightly to show different meanings. Over time, more characters were added so that new words could be written. Today, most Chinese people know how to read between 4,000 and 5,000 characters. But a Chinese dictionary that includes both old and new words might use 50,000 to 100,000 characters!

A rubbing of the inscription on a bronze vessel made in China during the Western Zhou dynasty.





Using an alphabet helped traders keep track of trades.

A Bridge Over Time

About 3,000 years ago, the Phoenician people living in what is now the Middle East **produced** the first alphabet, or set of standard letters. These people were traders and needed an easy way to keep records of what they bought and sold.

The first letter, A, looked like an ox's head, so it was called *aleph*, which means "ox." The second letter, B, was shaped like a house and was called *bet*, or "house." The name *alphabet* comes from these two letters.

Each letter in the Phoenician alphabet stood for a sound. Placing letters side-by-side showed how the sounds in a word blend together. Some time later, people in Greece added letters to the alphabet. Before long, people from many parts of the globe started using an alphabet to write.

One reason why alphabets are helpful is that people need to learn only 20 to 30 letters. This is easier than memorizing thousands of characters, as in Chinese writing. Alphabets also make writing easier. Once alphabets became common, people started to write down the famous stories of their lands. In time, they wrote whole books.

At first, people known as scribes wrote out or copied books by hand. Early books were made of clay, wax, or animal hides, but soon different types of paper were used. Books were gathered in libraries where others could study them. Some places, like Egypt, had famous libraries. Students traveled long distances in order to read in the libraries and study the wisdom of great thinkers.

A Roman man reads to his son from a scroll in a library.





Why do we care about early examples of writing?

They are the best sources of information about the people who lived thousands of years ago. From the writing of early peoples, we can learn about the ways in which they lived and what they thought about.

When you read a story from many years ago, it is like reading a letter from someone in the past. You can read about the way of life in Egypt many centuries ago or how the athletes in ancient Greece competed in the earliest sports.

Sometimes it takes many years before we can figure out the writing of people who lived long ago. Many scholars have added their skills to the task of making old works readable and understandable.

A Greek vase from about 500 B.C. tells the story of a hunt.





A Sumerian man writes on a clay tablet.

Written documents from the distant past can give us snapshots of life at that time. We can see that people who lived long ago may not have been so different from us. For example, we know from a letter written on a clay tablet that a Sumerian father told his son that he was unhappy with the boy's work at school. He wrote, "Why do you idle about? Go to school, stand before your headmaster, and write your homework."

On another Sumerian tablet, a student who was away at school wrote a cranky message to his parents. He grumbled that they weren't sending him money for the new clothes he wanted. It seems that things have not changed much in five thousand years!



Sending email is a fast and paperless way to write.

The Sumerians had to be **cautious** with their letters on clay tablets, which were heavy and brittle. These could be carried only short distances and could break if dropped. Over the centuries, however, sending messages and saving information has become easier.

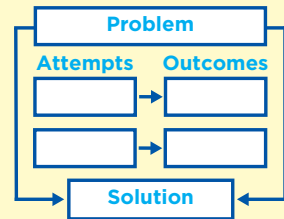
As recently as 200 years ago, paper letters were carried by riders on horseback. Pony Express riders, as they were called, sometimes spent weeks in the saddle before they could deliver the mail. But later, trains and planes made mail delivery much faster.

These days, you can use a computer or phone to send messages anywhere in the world with great speed. When you do, think about how writing has changed since early humans drew pictures on the walls of caves. You are part of a long line of people wanting to stay in touch!

Comprehension Check

Summarize

Read "Writing from Drawings to Alphabets" again. Fill in the Problem and Solution Chart. Then use it to summarize the selection.



Think About It

1. Which ancient people developed a style of writing on clay?
2. What two methods did ancient Egyptians use to write with their hieroglyphs?
3. Which ancient peoples used pictures to represent sounds? Use details from the selection in your answer.
4. How is a Chinese character different from a letter in the Phoenician alphabet? Use details from the selection to explain your answer.



Write About It

What are some of the reasons you need to write something in a typical week? What can you accomplish more easily as a result?



Skills and Strategies

Decoding

Decode these words. What do you notice about the vowel spellings?

comic	create	invent	crowd
when	cloud	sheet	paper
luckily	phone	locust	shower

Vocabulary

authors	manuscripts	papyrus
information	descriptions	rotated

Comprehension

DESCRIPTION is one way authors of nonfiction present information. Authors who use description to organize the information in a selection often use signal words to tell readers that a list of important facts, a definition, or an explanation will soon follow. Good readers look for signal words such as *first*, *next*, *such as*, and *for example* as they read.



As you read “A History of Pens,” use your Description Web to help you list important facts and definitions in the selection.

Read

Identify the use of description.

A History of Pens

Writers and authors have used different kinds of pens to write manuscripts and record information for thousands of years.

Some of the first pens were made in India. They were made out of objects such as feathers and bamboo sticks. The ancient Egyptians used thin brushes made out of reeds that grew in the Nile River. They also invented a kind of paper that they made from the stem of the papyrus plant.

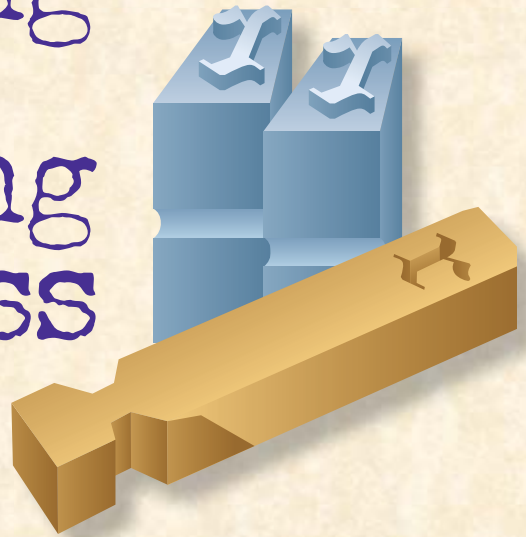
Descriptions of pens that held their own ink begin as early as two thousand years ago. The ballpoint pen we use today, however, was invented only a little over 120 years ago. In this kind of pen, a tiny ball in the tip was free to turn in a socket. As it moved on paper, the ball rotated, picking up ink from inside the hollow pen.

Fill out the **Description Web** as you read.



Updating the Printing Process

by Sue Hicks
illustrated by
Kenneth Batelman



The First Writers

Books, newspapers, and magazines are all around us! Every day we depend on them to know what is going on in the world. We read books for a good story or to learn new things. We read newspaper articles to get news and **descriptions** of events. We read the sports pages to review scores, and we read comic strips to laugh. Although many people today use the Internet to get their news, seven out of ten people still read a newspaper at least once a week.

It has not always been simple, however, to print things. There have been many changes to the printing process. These changes help us make books, newspapers, and magazines easily and quickly.

An Egyptian man
uses papyrus stems
to make paper.



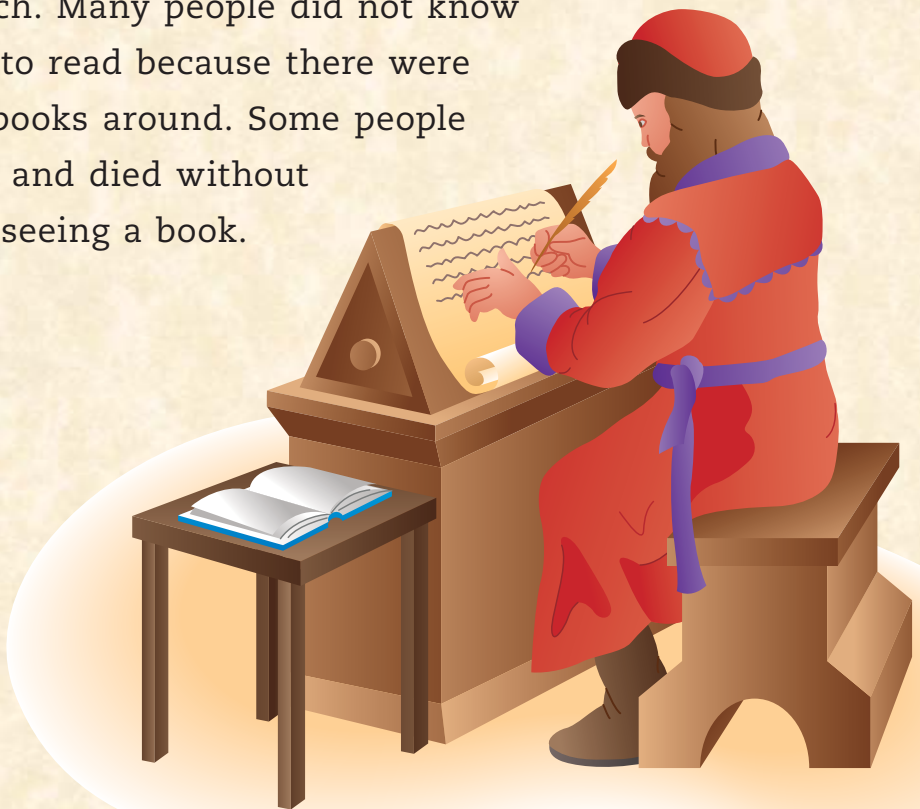
Over four thousand years ago, people in ancient Egypt made a kind of paper from the stem of a plant called **papyrus** that grows along the Nile River.

First, the stems were cut into thin strips. Next, the strips were soaked in water and laid on a hard surface. Finally, they were hammered together, mashing the layers into a single sheet. Then the sheet was dried in the sun.

However, it took a long time to make papyrus. Also, it was nearly impossible to make many copies of a text. Each copy had to be made by hand.

The copies were called **manuscripts**. Making a manuscript was difficult. Each word in every book had to be written by hand. It took a long time to write each page. Those who made a manuscript also drew pictures on the pages. These people were paid a lot to make the copies. So books cost a lot to buy.

Books were uncommon because most people were unable to pay for them. Most of the printed books were given to people in the church. Many people did not know how to read because there were few books around. Some people lived and died without ever seeing a book.





Gutenberg's Printing Press

Luckily, this would not be a problem for long. A man in Germany decided to find a way to make books available to people everywhere. This man was Johann Gutenberg. He grew up in a small town in Germany. He was from a powerful family. Gutenberg worked with his father as a coin maker.

Gutenberg worked at a machine that pressed coins. He took metal and pressed a stamp into it. The metal became coins. He also learned how to turn gold, silver, and gems into pretty rings and mirrors. He knew a lot about metal and presses. Gutenberg began to think about how other materials could be pressed to form things.



Gutenberg realized that a press could be used on paper to make books. Ink could be pressed onto the paper just like metal was pressed into coins. He was curious and decided to test out this idea. He used the same stamp he used to make coins. With this, he printed text on pieces of paper.

Gutenberg's new invention was the printing press. It was called a printing press because it simply pressed ink onto a page.

Gutenberg's printing process had a lot of steps. First, each letter of the alphabet had to be made into a stamp. He made a lot of stamps for each letter so that many words could be pressed at the same time. Gutenberg used stamps he could rearrange.

Then the letter stamps were lined up in plates to create stories. When all the rows were lined up, ink was brushed across the letters. Then a piece of paper was laid across the ink-filled stamps and a large flat piece of metal was placed on top of the paper. The strength of the metal plate pressed the stamps into the page, and the ink was printed.

Gutenberg had to replace stamps as they got old, and he had to refill the ink many times. He **rotated** letters to change what was printed. Still, many pages could be printed quickly with his method.

Suddenly newspapers, advertisements, and magazines developed.

The printing press became one of the most useful and famous inventions in history.



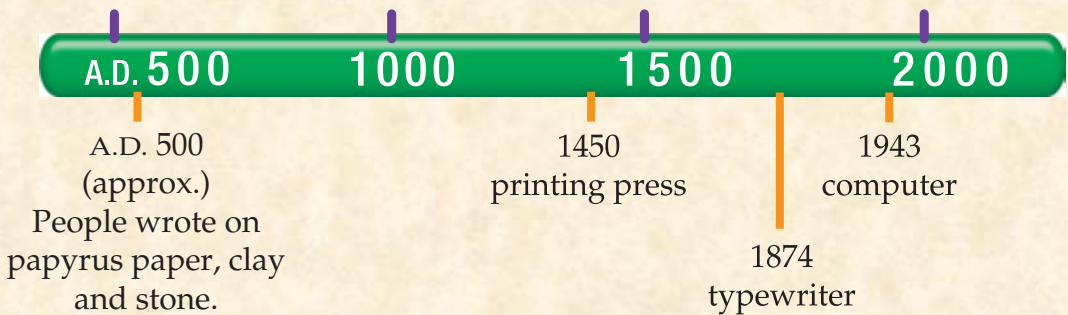
Spreading the News

Gutenberg's printing press changed the way people communicated. For example, more people could have copies of texts. Many issues of books and newspapers could be printed at one time. The printing press helped people get updated **information**. News began to spread faster, and it reached more people. As a result, many people learned to read. Ideas began spreading across the world quickly because of books and newspapers.

Over time, newer printing presses were easier to use. Reusable clay plates meant that letters no longer had to be rotated to form phrases. This method was much faster.



The Evolution of Writing



Computers have made printing even faster and more readable. Documents are easier to review. One keyboard replaced all of the clay plates and letter stamps. The modern printing press can automatically print hundreds of books, newspapers, and magazines every day.

Today, many people work together to produce a book or a newspaper. **Authors** write articles and books. Proofreaders make sure there are no misspellings or other errors. The texts and pictures are entered into a computer. The printer makes the colors and print vivid and clear.

Information is then moved from the computer to the modern printing press. The printing press prints the text onto large rolls of paper. The paper is then fed through another machine. This machine cuts and folds the pages to fit into books and other texts.

Hundreds of copies can be printed this way. This makes books, magazines, and newspapers much cheaper.

You can see how printing has changed over the years. In the beginning, it took a long time to make even one copy of a book. Now, computers and the modern printing press have made printing fast and easy.

Some people think that in the future, all information will be completely paperless. What do you think?



Modern printing presses use computers to control the speed and quality of the printing.

Comprehension Check

Summarize

Read "Updating the Printing Process" again. Fill in the Description Web. Then use it to summarize the selection.



Think About It

1. What did the ancient Egyptians use to make paper?
2. Why were books uncommon hundreds of years ago?
3. What led Gutenberg to invent the printing press? Use details from the selection in your answer.
4. How did Gutenberg's printing press change the way people communicate? Use details from the selection to support your answer.



Write About It

How has another invention improved communication around the world?



Skills and Strategies

Decoding

Decode these words. What do you notice about the vowel spellings?

explain	dream	crackle	catch
program	might	kitchen	livestock
erupted	since	future	wherever

Vocabulary

revive	volcano	flee
pressure	eruption	devour

Comprehension

THEME The theme of a story is the message about life that the author wants to give readers. To find the theme, think about what the characters do and say, the problem they must solve, and the outcome. When you finish reading ask yourself, *What message does the author want to get across?*

Setting
What the Characters Want
Plot Problem
Outcome
Theme

As you read “Helping After a Disaster,” use your Theme Chart to help you figure out the overall theme of the story.

Read

Identify the theme of the story.

Helping After a Disaster

Cathy saw a boy holding a bake sale outside the supermarket.

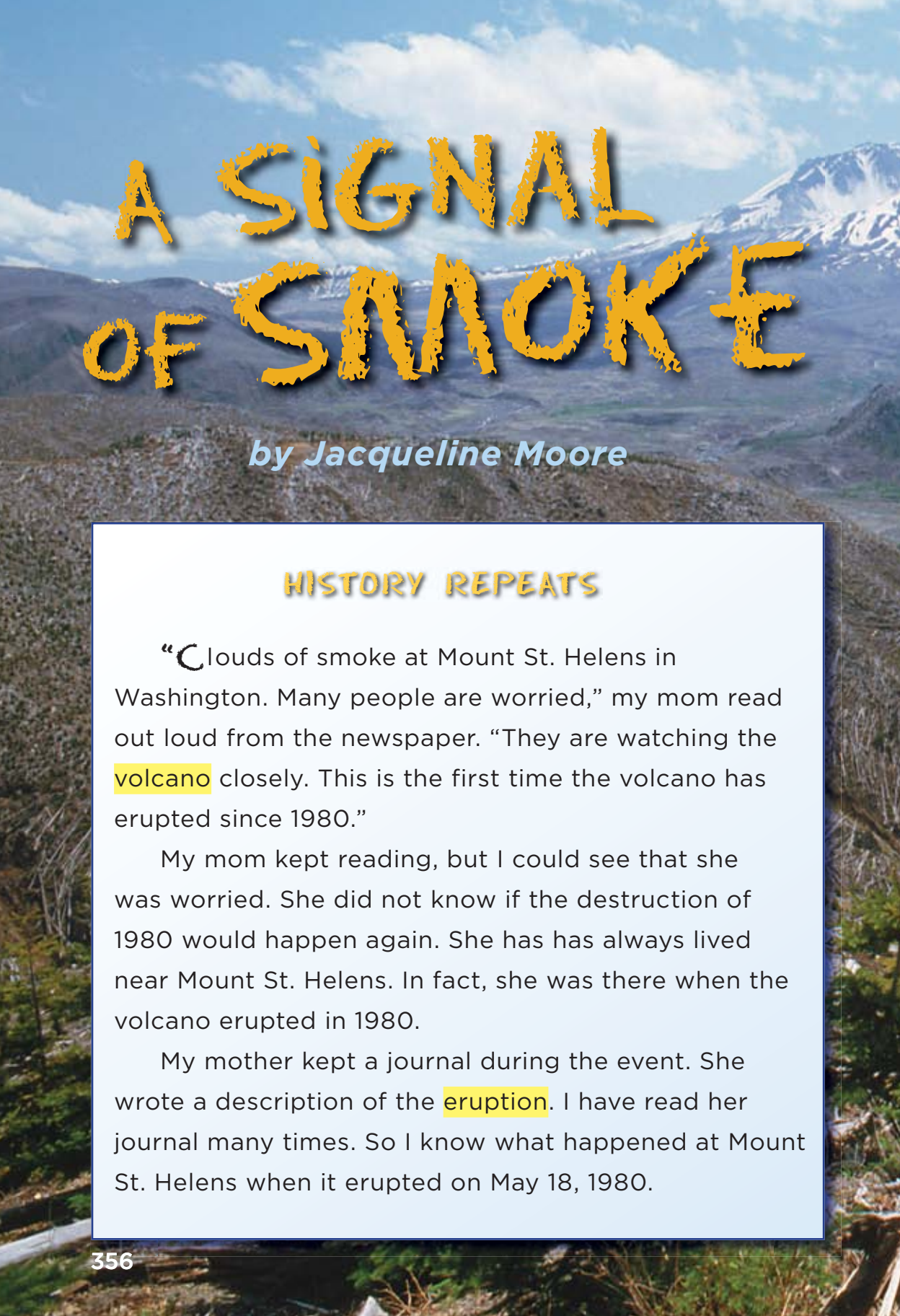
"Please buy an item from my bake sale," said the boy. "There was a disaster in Asia. Pressure built up inside a volcano. Then there was an eruption. Thousands of people had to flee and try to get away. The money I raise from this bake sale will help revive their land."

"But you'll never make enough to help all those people!" said Cathy.

"I know," said the boy. "But if everyone raises a little bit of money, we can help them a lot!"

"You're right," said Cathy. "I will buy one strawberry shortcake. I may devour it on the way home!"

Fill out the **Theme Chart** for "Helping After a Disaster." Then use the chart to figure out how parts of the story relate to the theme.



A SIGNAL OF SMOKE

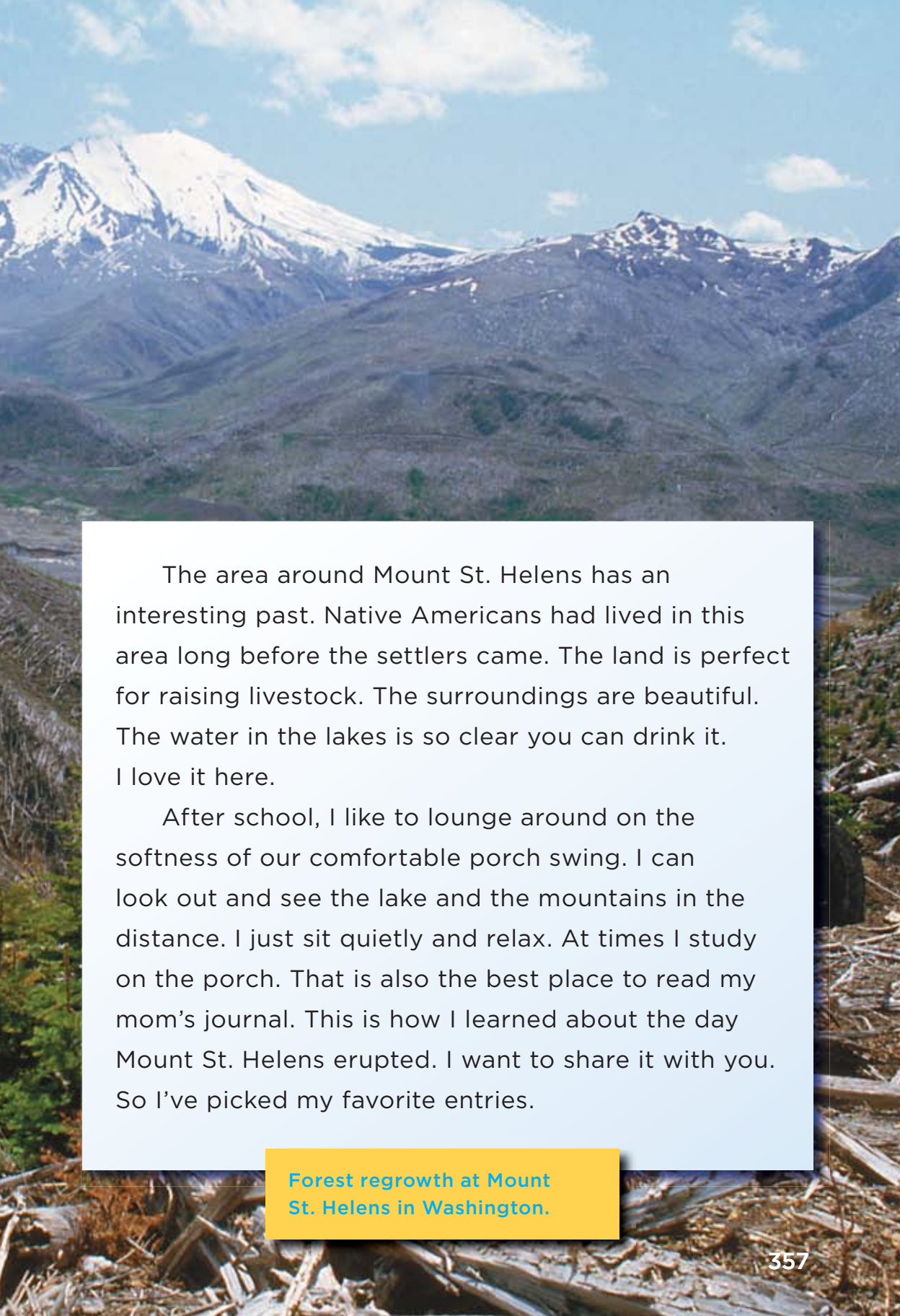
by Jacqueline Moore

HISTORY REPEATS

“Clouds of smoke at Mount St. Helens in Washington. Many people are worried,” my mom read out loud from the newspaper. “They are watching the volcano closely. This is the first time the volcano has erupted since 1980.”

My mom kept reading, but I could see that she was worried. She did not know if the destruction of 1980 would happen again. She has always lived near Mount St. Helens. In fact, she was there when the volcano erupted in 1980.

My mother kept a journal during the event. She wrote a description of the eruption. I have read her journal many times. So I know what happened at Mount St. Helens when it erupted on May 18, 1980.



The area around Mount St. Helens has an interesting past. Native Americans had lived in this area long before the settlers came. The land is perfect for raising livestock. The surroundings are beautiful. The water in the lakes is so clear you can drink it. I love it here.

After school, I like to lounge around on the softness of our comfortable porch swing. I can look out and see the lake and the mountains in the distance. I just sit quietly and relax. At times I study on the porch. That is also the best place to read my mom's journal. This is how I learned about the day Mount St. Helens erupted. I want to share it with you. So I've picked my favorite entries.

Forest regrowth at Mount
St. Helens in Washington.

An earthquake in March may have triggered the eruption of the mountain a few months later.



MARCH 20TH,
1980

Today was a scary day. I was sitting in the kitchen. All of a sudden the floor began to shake. It was an overwhelming feeling. Then the dishes and the windows began to rattle. The furniture rearranged itself. It felt as though a boulder had rolled down from the mountain and had hit my house. I dashed to the phone. I tried to call Mrs. Rakoff, our neighbor, but the phone lines were down.

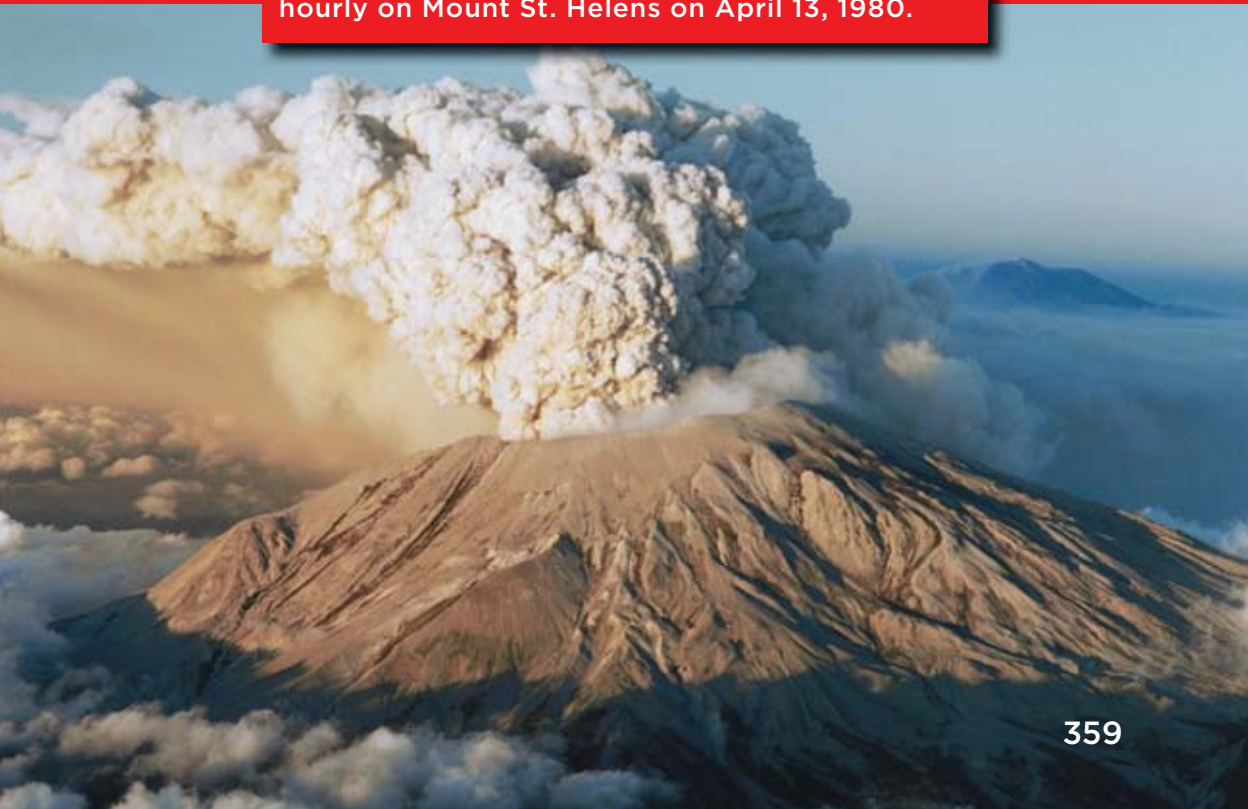
Later, I found out what had happened. There had been an earthquake at Mount St. Helens! This is uncommon and frightening. Mount St. Helens has been silent for over one hundred years. Now scientists on TV say there might be a big eruption. It all seems like a bad dream.

APRIL 3RD, 1980

Since the earthquake on March 20th, Mount St. Helens has been active. Scientists estimate that there have been 79 earthquakes around the mountain. Then on March 27, there was an explosion on the top of the mountain. I heard a loud crackle. The air became thick with ash. The next day I read that now there is a huge crater on the mountain. It is 1,500 feet wide. That is the length of over four football fields!

The mountain is grey. It is a fearful sight. My friends and neighbors are scared, too. They are worried that if the mountain erupts, lava and ash may devour their homes. Many of them are going to transfer their cars, pets, and important items to other places.

Explosive eruptions of ash and smoke occurred hourly on Mount St. Helens on April 13, 1980.





In 1980, voluminous plumes of volcanic ash and rock blasted from the side of Mount St. Helens.

MAY 19TH, 1980

I can't believe what happened! Yesterday started out as a clear and sunny day. Then Mount St. Helens erupted. We heard a blast, and the sky was filled with smoke. We had just enough time to flee from our home. I still feel shaken. We should have left earlier.

We spent the day at my sister's house watching the news. The reporters say there was an earthquake under the mountain. Then the top of the mountain slid away. Scientists called it a landslide. Lava poured out of the mountain. The lava was so hot that ice on the mountain turned to water. The volcanic eruption lasted for nine hours. I still am so fearful, and I do not know when we will be able to return home.

AFTER THE ERUPTION: MAY 21ST, 1980

It has been three days since Mount St. Helens erupted. Scientists said there was **pressure** on the walls of the volcano. The pressure became unbearable. So hot lava came out of the volcano. This is when the eruption happened.

The eruption caused a lot of destruction on the mountain. It also caused destruction on land nearby. Many plants have been destroyed. Trees and bushes have disappeared. Many animals have also been killed. Hundreds of deer, elk, and bears were wiped out by the blast. Millions of fish and small birds were also destroyed. And Mount St. Helens is smaller now. The destruction of the land is unbearable to see. Nothing looks the same.

The worst thing is that 57 people were killed.

Ash covers what is left of a forest following the eruption of Mount St. Helens.



SEPTEMBER 4TH, 1980

It has been almost four months since Mount St. Helens erupted. We have all tried to return to our daily lives, but the landscape has changed. Grey ash floats in the air. The lake is much bigger and dirtier. The area around us looks lonesome and empty. There are no trees, plants, or animals. I hope they return one day.

Scientists have said that the erupting volcano can be good for us. Minerals in volcanic ash can enrich the soil. This is good for farmers who grow crops. The eruption will also help scientists better understand why volcanoes such as Mount St. Helens become active. They may be able to find out when a volcano is going to erupt and save many people.

Scientists studied the damage after the eruption so that they could help predict future eruptions.



MOUNT ST. HELENS TODAY

My mom's journal does not end there. She kept writing in it for years. She talked about how fearful people were. They did not know why the eruption took place. Later scientists were able to explain to people why the volcano erupted.

My mom also wrote about the plant and animal life. She said that the area began to **revive** within a few years. Plants and flowers began to pop up out of the ground. Then some animals started to come back, too. In 1990, my mom wrote, "I guess living near a volcano is like living in an area where an earthquake or a tornado can happen. You have to know about the danger. You must also be ready to act quickly if something happens."

Despite the destruction caused by the 1980 eruption, plants and animals are surviving on the land.





Mount St. Helens is one of many active volcanoes around the world.

I have learned a lot about Mount St. Helens from my mom's journal. I have also learned a lot about the mountain from my own experience. Just yesterday the newspapers said that Mount St. Helens blew a cloud of smoke into the air.

Scientists said the blast came from small earthquakes in the mountain, just like in 1980. They think that an eruption may happen again. Right now the mountain looks like it did before the eruption. I guess we need to be prepared.

I know scientists say after Mount St. Helens erupts, the wildlife and plants come back. I keep my eye on it though. You never know when you may have to suddenly leave and take shelter.

Comprehension Check

Summarize

Read "A Signal of Smoke" again. Fill in the Theme Chart. Then use it to summarize the selection.

Setting
What the Characters Want
Plot Problem
Outcome
Theme

Think About It

1. When did Mount St. Helens erupt in Washington State?
2. What kind of destruction did the eruption of Mount St. Helens cause?
3. In what ways can an erupting volcano be good for an area where it takes place? Use details from the selection in your answer.
4. What is the theme of this selection? Use details from the selection to support your answer.



Write About It

What can people do to prepare for a natural disaster? Explain your answer.

Skills and Strategies

TITLE		DECODING	VOCABULARY	COMPREHENSION
Unit 1 pages 6-65				
6	Missing on Mud Hill	<i>l/a</i> pack, <i>le/e</i> , <i>ea</i> sgt, <u>head</u> <i>i/i</i> spill, <i>lo/o</i> stop, <i>lu/u</i> mud	regretted, edge, rashly, nervous, excitedly	Analyze Story Structure: Plot, Character, Setting
18	A Trip to Seattle's Past	<i>l/a</i> _e same, <i>lê/e</i> _e these, <i>i i/i</i> _e like, <i>lô/o</i> _e stove, <i>lû/u</i> _e tune	accident, tourists, blaze, basement, flooding, carried	Analyze Story Structure: Plot, Character, Setting
30	Antarctica: A Trip to the South Pole	<i>/f/ph</i> phone, <i>/sh/sh</i> brush, <i>/th/th</i> with, <i>/hw/wh</i> when	rare, ice, mass, extreme, scientists, midnight	Infer and Analyze: Main Idea and Details
42	Kingfisher's Dream	<i>lê/e</i> she, <i>lê/ee</i> seem, <i>lê/ea</i> dream, <i>lê/y</i> happy, <i>lê/ey</i> key	tales, dusk, peak, worry, exists, horizon	Infer and Analyze: Cause and Effect
54	Hope Remains for the Butterflies	<i>lâ/ai</i> main, <i>lâ/ay</i> stay, <i>lâ/ai</i> gh straight, <i>lâ/leigh</i> weigh	attained, dainty, stray, maintain, drain, migrate	Infer and Analyze: Main Idea and Details
Unit 2 pages 66-125				
66	Kylee's New Team	<i>/i/i</i> quiet, <i>/i/y</i> try, <i>/i/igh</i> sight, <i>/i/ie</i> pie	view, fault, concerns, guest, explore	Generate Questions: Make Inferences
78	Citizens of Space	<i>/s/c</i> space, <i>/j/g</i> page	model, pilots, hub, device, citizen, pack	Generate Questions: Make Inferences
90	Hurricane Watch	<i>/ch/ch</i> which, <i>tch</i> patch	protect, reporters, prevent, hurricane, calm, shelter	Generate Questions: Make Generalizations
102	A Road to Happiness	<i>lô/o</i> focus, <i>oa</i> boat, <i>lô/oe</i> toe	polite, phase, simple, shepherd, fetch, honor	Summarize: Problem and Solution
114	Saint Bernards: Saving Lives in the Mountains	<i>/ou/ow</i> brown, <i>ou</i> round	scour, drift, famous, result, rescue, foundation	Summarize: Sequence
Unit 3 pages 126-185				
126	A Gift For Moon Shadow	<i>lû/oo</i> boat, <i>ue</i> glue, <i>ew</i> new	recognized, details, approached, provide, activity, bestow	Analyze Story Structure: Plot, Character, Setting
138	A Smart Start	<i>lâr/ar</i> start, <i>lâ/air</i> hair, <i>are</i> stare, <i>ear</i> pear, <i>lâ/ere</i> there	several, target, research, active, perform, curiosity	Monitor Comprehension: Draw Conclusions
150	A Need for Energy	<i>lû/r</i> infer, <i>ir</i> first, <i>ur</i> surf, <i>or</i> mayor, <i>ar</i> polar	renewable, sources, environment, oxygen, pollute, energy	Analyze Text Structure: Cause and Effect
162	Digging up History	<i>lôr/or</i> for, <i>ore</i> store, <i>oar</i> boat	history, surrounded, occur, filters, prolong, support	Monitor Comprehension: Summarize
174	The Show Must Go On	<i>/n/kn</i> know, <i>gn</i> goat, <i>/r/wr</i> write, <i>/m/mb</i> lamb	audience, relax, doubts, character, memorize, imagination	Monitor Comprehension: Draw Conclusions

TITLE	DECODING	VOCABULARY	COMPREHENSION
Unit 4 pages 186–245			
186 Jackie Robinson and the Joy of Baseball	/oi/oi <u>soi</u> l, oy <u>boy</u>	loyal, jeers, poised, avoid, retired, released	Evaluate: Author's Purpose
198 Jacques Cousteau: Scientist Below Sea Level	/ə/ə/ angel, le bubble, al legal	mysterious, chemicals, vessel, gear, inventions	Evaluate: Fact and Opinion
210 Gandhi's Causes	/ô/au pause, aw claw, augh taught, ough bought, ôl/al salt	respect, respond, freedoms, awe, protest	Infer and Analyze: Compare and Contrast
222 Extreme Sports	spr <u>spring</u> , scr <u>scream</u> , str <u>stretch</u> , spl <u>splash</u> , thr <u>thread</u>	solo, stunt, gearshift, attach, nature	Infer and Analyze: Fact and Opinion
234 Hooked on Dancing	/û/oo <u>book</u> , ou <u>would</u>	opera, event, recital, lessen, amused, increase	Evaluate: Author's Perspective
Unit 5 pages 246–305			
246 Anne Sullivan: A Valuable Teacher	Review: /a/ and /ă/	blind, venture, entrance, damaged, curious, texture	Evaluate: Author's Purpose
258 A Trip to Find Rain	Review: /i/ and /î/	survival, decades, nutrition, determination, villagers	Monitor Comprehension: Compare and Contrast
270 The Weekend Treat	Review: /e/ and /ê/	dismayed, appealing, actually, occasion, deserve	Evaluate: Persuasion
282 A Collection of Thoughts	Review: /o/ and /ô/	recall, memories, irresistible, illegible, collection, incapable	Evaluate: Make Judgments
294 Candace Cable Zooms Forward	Review: /ü/ and /û/	rookie, burden, example, injured, wheelchair	Monitor Comprehension: Summarize
Unit 6 pages 306–365			
306 The Great Wall of China	/ər/er ever, /əl/el tunnel, le ladle, /ən/en wooden, on apron, an human	defensive, commanded, frequent, centuries, constructed, purpose	Generate Questions: Make Generalizations
318 A Tough Act to Follow	Review: /ou/ou, ow	audible, drowsy, contract, serious, bellowed, automatically	Generate Questions: Sequence
330 Writing from Drawings to Alphabets	Review: /f/ph, /sh/sh, /th/th, /hw/wh	vivid, tablets, communicated, cautious, produced	Summarize: Problem and Solution
342 Updating the Printing Process	Review: short vowels and long vowels	rotated, authors, manuscripts, papyrus, descriptions, information	Generate Questions: Description
354 A Signal of Smoke	Review: short vowels and long vowels	volcano, eruption, devour, pressure, flee, revive	Summarize: Theme

ACKNOWLEDGMENTS

ILLUSTRATIONS

Cover Illustration: Robert Giusti

7-16: Howard Post. 20-28: Harold Henriksen. 43-52: Katherine Tillotson. 67-76: Sue Spellman. 79-88: Tom Leonard. 93-100: Barbara M. Libby. 103-112: Lori Osiecki. 127-136: Dorothy Sullivan. 139-148: Whitney Sherman. 175-184: Jack E. Davis. 206-208: Dan Clifford. 211-220: Stephen Marchesi. 236-242: Steve Cieslawski. 248-256: Jessica Clerk. 259-268: Louise Monjo. 271-280: Kristen Goeters. 283-292: Paul Casale. 307-316: Oki Han. 319-328: Sandra Schaad. 336-340: Ron Himler. 343-351: Kenneth Batelman.

PHOTOGRAPHY

All photographs are by Macmillan/McGraw-Hill (MMH) except as noted below.

3: (br) Klein/Peter Arnold, Inc.; (tr) Dynamic Graphics Group/Creatas/Alamy. 4: (tl) Brand X Pictures/PunchStock; (bl) Bettmann/Corbis. 5: (tr) Candace Cable; (br) Bojan Brecelj/Corbis. 31: David Tipling/Alamy. 32: (t) Schafer & Hill/Getty Images; (inset) USGS/Photo Researchers. 33: (t) Altrendo Nature/Getty Images; (inset) Bill Curtsinger/National Geographic/Getty Images. 34: (tl cl) NASA/Goddard Space Flight Center Scientific Visualization Studio. 34-35: (t) Galen Rowell/Corbis. 36: Bryan & Cherry Alexander Photography/Alamy. 37: Bill Curtsinger/National Geographic/Getty Images. 38: Galen Rowell/Corbis. 39: Norbert Wu/Minden Pictures. 40: Galen Rowell/Corbis. 55: Dynamic Graphics Group/Creatas/Alamy. 56: Gary Vestal/Getty Images. 57: Dynamic Graphics Group/Creatas/Alamy. 58: (b) Keith Kent/Photo Researchers; (inset) Sally McCrae Kuyper/Bruce Coleman/Photoshot. 59: Scott Tysick/Masterfile. 60: George Lepp/Getty Images. 61: Creatas/PunchStock. 62: (l) Danny Lehman/Corbis; (inset) James L. Amos/Corbis. 63: Dan Guravich/Corbis. 64: Danny Lehman/Corbis. 91: Digital Vision/PunchStock. 92-93: Worldspec/NASA/Alamy. 94-95: Jeff Greenberg/Alamy. 97: Annie Griffiths Belt/Corbis. 99: Steve Starr/Index Stock. 115: Robert Cattani/IndexStock. 116-117: (bkgd) Arne Hodalic/Corbis. 117: (inset) Felix Zaska/Corbis. 118: Ron Kimball/Kimball Stock. 119: Mary Evans Picture Library/The Image Works. 120: Robert Cattani/IndexStock/Photolibary. 121: Mary Evans Picture Library/The Image Works. 122: Tim Davis/Corbis. 123: Klein/Peter Arnold, Inc. 124: Ashley Cooper/Alamy. 152: Bill Ross/Corbis. 153: Derek Croucher/Corbis. 154: Lester Lefkowitz/Corbis. 155: Paul Hanna/Reuters/Corbis. 156: (b) Derek Trask; (inset) Cooperphoto/Corbis. 158: Bettmann/Corbis. 159: Chinch Gryniowicz/Ecoscene/Corbis. 160: Stock Connection/Alamy. 163: Hemera Technologies/Alamy. 164: (tr) Adam Wolfitt/Corbis; (cr cl) Brand X Pictures/PunchStock. 165-166: Tony Kwan/Alamy. 167: John t. fowler/Alamy. 168-169: (bkgd) Richard T. Nowitz/Corbis; (inset) Todd Muskopf/Alamy. 170-171: Randall Hyman. 172: Robert Harding Picture Library Ltd/Alamy. 187: Creatas/PunchStock. 188: J.R. Eyerman/Time Life Pictures/Getty Images. 189-195: Bettmann/Corbis. 196: Time Life Pictures/Pix Inc./Time Life Pictures/Getty Images. 199: Malcolm Fife/Getty Images. 200: John Beatty/Getty Images. 201: Bettmann/Corbis. 202: The Granger Collection, New York. 203: Reinhard Dirscherl/Alamy. 204: Popperfoto/Getty Images. 205: Darren Matthews/Alamy. 223: Steven May/Alamy. 224: Michael Newman/PhotoEdit. 225: Myrleen Ferguson Cate/PhotoEdit. 226: Lon C. Diehl/PhotoEdit. 227: AFP/Getty Images. 228: Steven May/Alamy. 229: Mike Chew/Corbis. 230: Michael Newman/PhotoEdit. 231: Don Mason/Corbis. 232: Roy Ooms/Masterfile. 235 237: Kristi J. Black/Corbis. 240: Scott Kemper/Alamy. 241: Pat Behnke/Alamy. 243: Marc Garanger/Corbis. 244: Alain Evrard/AGEfotostock. 247: Scott T. Baxter/Getty Images. 296-300: Candace Cable. 301: Adam Pretty/Getty Images. 302: Candace Cable. 303: AP Images/Janet Hostetter. 304: Mychal Watts/WireImage/Getty Images. 331: Bojan Brecelj/Corbis. 332: Digital Vision/Getty Images. 333: Araldo de Luca/Corbis. 334: Bojan Brecelj/Corbis. 335: Royal Ontario Museum/Corbis. 338: Leonid Bogdanov/SuperStock. 340: Michael Newman/PhotoEdit. 345: Worldwide Picture Library/Alamy. 352: TNT Magazine /Alamy. 356-357: John Warden/Index Stock Imagery. 358: Vince Streano/Corbis. 359: Gary Braasch/Corbis. 360: Bettman/Corbis. 361: Jim Sugar/Corbis. 362: Stephanie Konfal/USGS/Handout/Reuters/Corbis. 363: (bkgd) Carol Cohen/Corbis; (inset) PhotoLink/Getty Images. 364: John & Lisa Merrill/Danita Delimont Stock Photography